REPORT RESUMES

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INTERDISCIPLINARY APPROACH TO PREPARING HOME ECONOMICS LEADERS FOR EMERGING PROGRAMS SERVING DISADVANTAGED YOUTH AND ADULTS. FINAL REPORT.

MISSOURI UNIV., COLUMBIA, COLL. OF AGRICULTURE

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DESCRIPTORS- *HOME ECONOMICS EDUCATION, *DISADVANTAGED GROUPS, PILOT PROJECTS, CULTURALLY DISADVANTAGED, DISADVANTAGED YOUTH, *PROGRAM DEVELOPMENT, *LEADERSHIP TRAINING, EDUCATIONAL NEEDS, *LEADERSHIP RESPONSIBILITY,

THE PROJECT AIMED TO PREPARE PROFESSIONAL LEADERS TO DEVELOP FUNCTIONAL EDUCATION PROGRAMS FOR PERSONS HANDICAPPED BY SOCIOECONOMIC STATUS DIFFERENCES. PHASE I, THE PROFESSIONAL LEADER'S RESPONSIBILITIES WERE ANALYZED ACCORDING TO WHAT HE IS CURRENTLY DOING AND WHAT HE SHOULD DO. SUPERVISORS AND LEADERS OF PROGRAMS FOR THE DISADVANTAGED RATED LEADERS' RESPONSIBILITIES BY SORTING CARDS REPRESENTING VIEWS OF FOUR AREAS OF ACTIVITIES--WORK WITH SUPERVISORS OR ADMINISTRATORS, WITH AGENCIES INVOLVED IN THE EDUCATIONAL PROGRAM OTHER THAN THEIR OWN, WITH NONPROFESSIONAL WORKERS IN THE PROGRAMS, AND WITH DISADVANTAGED PERSONS. PHASE II WAS AN 8-WEEK INTERDISCIPLINARY PILOT TRAINING PROGRAM, HELD IN THE SUMMER OF 1966 ON THE UNIVERSITY OF MISSOURI CAMPUS IN WHICH 30 TRAINEES FROM 12 STATES PARTICIPATED. THE PROGRAM WAS DESIGNED TO PROVIDE INSTRUCTION AND EXPERIENCE CONSIDERED NECESSARY TO MEET LEADER RESPONSIBILITIES IDENTIFIED IN PHASE I. INSTRUCTION COVERED (1) ECONOMIC, ENVIRONMENTAL, AND CULTURAL BACKGROUNDS OF THE HANDICAPPED, (2) THEIR SPECIAL NEEDS, INTERESTS, AND CONCERNS, (3) GOALS THEY CAN EXPECT TO REACH, (4) EDUCATIONAL METHODS AND MATERIALS OF INSTRUCTION, AND (5) ORGANIZATIONAL PROCEDURES. A FOLLOWUP STUDY SHOWED MOST PARTICIPANTS TO BE SATISFIED WITH THE TRAINING, ESPECIALLY WITH THE KIND AND TIMELINESS OF THE INFORMATION RECEIVED. PARTICIPANT ACTIVITIES RESULTING FROM THE PROJECT INCLUDED ORGANIZING CHILD DEVELOPMENT CENTERS, TRAINING CHILD CARE AIDES, AND DEVELOPING A HOME ECONOMICS OCCUPATIONS CURRICULUM. QUESTIONNAIRES AND EVALUATION DEVICES, AND SUMMARIES OF PARTICIPANT RESPONSES ARE INCLUDED. (FP)

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(Appendix A)

FINAL REPORT

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INTERDISCIPLINARY APPROACH TO PREPARING HOME ECONOMICS LEADERS FOR EMERGING PROGRAMS SERVING DISADVANTAGED YOUTH AND ADULTS

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Project No. 6-1936
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Interdisciplinary Approach to Preparing Home Economics Leaders for Emerging Programs Serving Disadvantaged Youth and Adults

The Project reported herein was performed pursuant to a grant with the Office of Education, United States Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Dr. Pauline Gillette Garrett
University of Missouri
Columbia, Missouri
May 1967

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Pauline Gillette Garrett
Director

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PART I

Interdisciplinary Approach to Preparing Home Economics Leaders for Emerging Programs Serving Disadvantaged Youth and Adults

(Introduction)

The Project consisted of two phases. The purpose of Phase I of the project was to:

Ascertain behavior patterns within roles expected of professional leaders employed for emerging Home Economics Education Related Programs which will serve the needs of persons handicapped by socio-economic status differences.

a. Home Economics educators working with regular home economics classes in communities with high proportion of low-income families.

b. Educators in Homemaking Education for Adults serving low-income groups.

c. Supervisors and teachers of Vocational Home Economics programs in Occupational Preparation courses for low-income groups.

d. Home Economics teachers serving as educational consultants in Public Housing and Public Welfare.

e. Home Economics teachers cooperating with Extension workers in programs for low-income groups.

f. Home Economics Educators serving as Supervisors or Directors of parent and adult education programs of "Head Start" and similar programs for group care of children.

g. Home Economics Educators employed as home-school visitors.

h. Home Economics Educators employed as the Farmers Home Administration Home Economists working with low-income families.

The purpose of Phase II of the Project was to:

Design and try out an interdisciplinary pilot training program to supplement the educational and experience background of the professional home economics educators working in or preparing to work in one of the above emerging positions whose programs serve the needs of persons handicapped by socio-economic status differences.

Need for the Project

There is a need to develop functional educational programs for persons handicapped by socio-economic status differences.

The cycle of poverty is a transmitted heritage. We are acutely aware of the limitation of our knowledge concerning variation in family life, particularly those variations in patterns of family life traceable to economic and social deprivation. These are families where the wage earner is first to be hit by unemployment.

The objective conditions of low status families tend to bring out certain responses which in turn re-inforce the low status of the family.

From the Selected Papers of the Fourth and Fifth Annual Merrill-Palmer Conferences on Infant Development (1960-1961) Eleanor Wolf of Wayne University, Associate Professor of Sociology, says:

> .....agencies and institutions which attempt to reach persons and families from lower socioeconomic groups must become much more knowledgeable about the problems they face and much more ingenious and imaginative about ways of surmounting these obstacles. The Great Cities project, now assisted by the Ford Foundation, which is making a mighty effort to break through the vicious circle as far as the public schools are concerned, is a fine example of this type of endeavor.
>
> Substantial programs of remedial teaching and educational and cultural enrichment, supplemented by counseling and social work services, special attempts to reach the elusive and hesitant parents with adult education programs to involve them in this assault on apathy and hopelessness, nursery school programs to minimize inequalities of preschool preparation - all these add up to one of the most hopeful ventures in education we have seen in a long time.[1]

The Economic Opportunity Act of 1964, the Vocational Education Act of 1963 and other key legislation have pointed to the need for a comprehensive program aimed at developing the maximum potential and utilization of the nation's human resources.

The purpose of the 1964 Economic Opportunity Act could be summed up in the words of Annabelle S. Sherman:

> In essence, the War on Poverty is a gigantic attempt to strengthen America by investing in the discovery, conservation, and development of 35 million women and children who live on the rim of bare subsistance, to instill trust, hope and motivation, to provide educational, economic and cultural opportunities, and to lay ground for the development of the values that are fundamental to our understanding and acceptance of citizenship responsibilities in today's society.[2]

At the heart of the problem of poverty is woman as women represent the blackest side of poverty. This significance is substantiated by the 1960 Census[3] which reveals that 14 million women 21 years old and over - more than 1/5 of all women in the US are living under impoverished conditions. Approximately six million children are growing up in these homes. Over 60% of the women who head poor families have no more than a grade school education. Of one million women between the age of 16 and 21 who live in poverty, 400,000 are unemployed and 200,000 are employable. The ranks of the females living in poverty are swelled by 350,000 youth who drop out of school each year.

This devastating character of poverty has given impetus to current concern for women in poverty. Educators and lawmakers are now considering in new perspective the diverse roles of women in American society.

> They are exploring new ways of assisting women in blending and continuing their roles of homemaker, mother, wage-earner, and citizen, so that each reinforces the other with minimal stress and discontinuity.[4]

Several parts of the war on poverty are now directed toward developing the potential of the deprived woman to insure her full participation in American Society. These are most significant to the home economics educator concerned with the strengthening of home and family life.

Since its inception, home economics has had as its central aim: to help individuals and families develop basic competences that are essential to effective living. Held as one of the home economist's most cherished guidelines has been the belief that the nation's strength depends largely upon the quality of its homes and families.

In the words of Sherman:[5]

> Consequently, the success or failure of any great social, cultural, or economic revolution in our society depends upon women who bear the ultimate responsibility of creating productive homes and happy families.

It may well be that low-income families present the most difficult and most practical problems the home economics profession has ever faced.

To be effective, Home Economics Education must find ways to contribute to the educational programs for parents and children from poverty situations. Most of their pre-service experience in Home Economics Education as related to teaching has been with middle class families.

According to Wolgamet:

> Once more home economics professions need a pioneering spirit. The spirit of 1899, the year of the first Lake Placid Conference. If, once again it is to provide leadership and make an impact, it needs home economics leaders who are willing to try proven methods and new approaches to programs for the disadvantaged. These leaders will need to investigate and experiment, to have imagination and ingenuity. [6]

We could add they need additional knowledge and experience for helping such families. Home Economics Educators are often a part of or attached to staff in public and social welfare programs. Home Economics teachers and Extension home agents need to coordinate their efforts as they work with staff in welfare and public housing to teach certain homemaking skills to members of families in public housing.

Home Economics Educators are being asked to offer classes for nurses and case workers in areas related to homemaking; namely, home management, nutrition, child guidance and family finance. They are being asked to offer training for women in Homemaker Services. Home Economics teachers in one state have been asked to serve as home-school visitors to work with parents and students from low-income groups where the students are having problems. They are being asked to help in projects of rural area development through the planning committees and through educational work with families. They are being asked to conduct classes and demonstrate use of donated foods for recipient families.

> Experiences gained by home economics teachers in their activities with departments of welfare and in public housing projects has shown what underprivileged homemakers often need is help in meal management, in housekeeping, in sewing, in child care, in buying and in job training.[7]

The Rules and Regulations for the Administration of the Vocational Education Act of 1963 define occupations requiring home economics knowledge broadly.

> Vocational education in home economics directed toward gainful employment provides instruction that qualifies individuals to engage in occupations involving knowledge, and skills in home economics subject matter areas; i.e., child development, clothing and textiles, food and nutrition, home and institution management, home furnishing and equipment, etc.[8]

An outstanding purpose of the 1963 Vocational Education Act is to find means and ways to motivate the poverty-stricken families to raise their aspiration levels and improve their socio-economic status by offering educational programs which will prepare these people for jobs. Most home economics educators have not had academic course work related to this focus, occupational preparation, in home economics education. ✓

More and more, those concerned with poverty and urban blight are seeing the importance of some form of pre-school care and education, a set of institutions that will have a major impact upon the child at the age when basic patterns are set.

This concern is reflected in the current child development programs under the head start scheme which are a supplement to existing social service programs.

Involving parents in the child development programs is thought to be an essential part of the project. This is in large part because of all the class differences in the family structures. The family bears the first responsibility for the child.

> The infant's world is bounded by those who care for him. His sense of trust, authority, and emotional warmth depends upon his perceptions

> of and relationship to the family. His physical health depends upon his family's ability to buy the necessary foods and their knowledge of relative nutritional values. Their ability to pay for medical help,to find it, to know when to seek, will affect the child's development, perhaps even his survival.[9]

Thus the task of Home Economics Education is to help women, handling the dual role of homemaker and wage-earner.

This is why, parent education under the project Head Start and other related social service programs financed by the Vocational Education Act of 1963 and the Economic Opportunity Act of 1964 is pressing home economics educators to contribute and add to their skills and experiences to meet the special needs of these persons. This involves *new roles* for Home Economics Education, *new kinds* of action, *new modes* of cooperation, and *new responsibilities*.

There is immediate need for competent professional leaders for conducting current programs pertaining to child development and parent education, civic education, job training involving knowledge and skill common to the different areas of Home Economics.

Home Economics teachers are being used in Head Start and other group situations to work with children.

To be effective Home Economics Education must realize ways and means of providing present and prospective leaders with necessary information and skills so that these educators can operate most effectively, particularly in local communities.

It's urgent and important to develop a sound theoretical and philosophical foundation, to bring a responsible profession into being and to implement imaginative programs.

The problem before Home Economics Education, stated in its most elemental form, is the need to *revitalize* contemporary training programs, both pre-service and in-service and to *develop new programs*, for thorough preparation of professional *leaders* to work with youth and families handicapped by socio-economic status differences.

One difficulty in developing such educational programs is that the roles of professional leaders in the home economics education related programs for the disadvantaged are not clearly and uniformly defined by a considerable group of investigators or educators in the various associated movements. To realize an effective program, an inventory of behavior patterns within functions expected of the professional leaders is most essential.

Such a situation resolves itself into a matter of developing a training program through which behavior patterns within roles expected of leaders may be strengthened and prospective leaders may be encouraged to extend their leadership in strengthening current educational programs to meet the needs of persons handicapped by socio-economic status differences.

A thorough search of the literature and the various bibliographical sources has failed to reveal any comprehensive and up-to-date description of the specific responsibilities of professional leadership in home economics education related programs serving the needs of "disadvantaged" persons.

Without laying claim to all inclusiveness, the project is an attempt to meet the need for such information and to develop an interdisciplinary training program for preparation of home economics education personnel and the improvement of their competencies in working with persons handicapped by socio-economic status differences.

Specifically it should prove useful in the following ways:

1. Phase I should assist state and local authorities in the formulation of job descriptions for professional positions in home economics education related programs for the disadvantaged.

2. The findings of the study in Phase I should prove to be helpful to state and local authorities in selecting professional leaders and in delegating responsibilities to them in developing local programs for adults and children from poverty areas.

3. Phase I should provide a sound basis for assisting the professional leaders in developing sensitivity to the needs of those persons handicapped by socio-economic status differences.

4. The study in Phase I and the Pilot Program of Phase II should serve in practical guidance to those who may be considering such types of professional positions as their life work, but are having difficulty making the decision because of lack of information concerning possible employment and responsibilities within those positions.

5. Both Phases of the project should provide helpful suggestions to higher education institutions in the planning or adapting programs for the preparation of the professional leaders who would choose to work in poverty areas.

6. Finally, it is hoped that the information in both Phases of the project may be utilized in future studies, through which a fund of knowledge pertaining to this subject needs to be accumulated and appropriately used to improve life for those youth and adults coming from areas of poverty.

Related Studies

As far as could be ascertained no similar study has been made of an interdisciplinary leadership training program on the basis of determined leadership roles.

Inspiration for this study has come from careful examination of the current literature pertaining to the "War on Poverty".

A number of conferences have been held throughout the country to acquaint professional workers with resources, materials and consultants, helpful to home economics educational personnel working with "disadvantaged" youth and adults. The Conference at Pennsylvania State University in the summer of 1965 is one in particular, "Conference on Home Economics Program Development for Disadvantaged Youth and Their Families."

Several studies more or less related to that part of the study concerning the professional preparation of non-professional leaders are mentioned here.

It is reported in the issue of US Office of Education Bulletin No. 6 (OE 13012) that the Calumet Development Foundation with assistance of the Extension Service of Purdue University set up a pilot project and experiment called "Purdue-Calumet Family Service Education Program" in East Chicago, Indiana, in 1958, in Adult Migrant Education, to discover ways and means of helping families develop better home and family life. The purpose of the program was to suggest an educational approach to provide opportunities for family members of all ages and both sexes and also to train leaders who must conduct such educational programs.

Two studies were completed at the University of Wisconsin in 1959, giving clues to characteristics, preparation, and attitudes ofleaders in Home Economics Club Programs. These studies as reported in the issue of Recent Research in Cooperative Extension Work, No. 9, March 1960, were:

> Jean M. Spearin, "Project Leader Training in the Maine Home Demonstration Programs".
>
> Ethel M. Bower, "A Study of Project Leaders and Non-project Leaders in the Adult Home Economics Extension Program in Hocking County, Ohio".

Specific suggestions for improvement of training programs made in these studies are:

Improving subject matter coverage
Improving understanding of teaching methods
The presentation of better local meetings
More adequate leader training classes
Preparation in giving demonstrations

Preparation in leading demonstrations
Planning teaching with other leaders
Speaking before groups
Holding member interests
Acquiring information pertaining to subjects to be taught

Beavers gives two aspects for successful education—the person has to recognize the need for guidance and guidance must start with acceptance of the individual and his level of operation.[10]

Reissman is the most cited authority on the positive values of the poverty culture. He presents the features of preservation of ethnic traditions, cooperation, mutual aid, less competiveness, informality, and sense of humor.[11]

The failure to utilize a positive approach in recognizing positive values and in accepting the individual are summarized by Lottich and Meiger who state, "There is scant doubt that the imposition of social class standards and goals have had a genuinely deleterious effect on the educational opportunities of the lower classes.......one of the basic factors which handicaps the lower-class child is the thesis that *most teachers*, public school administrators, text book writers and the like are middle-class and tend to protect and promote these standards.....it is extremely difficult for lower-class children to leap this hurdle—especially without help from a sympathetic teacher. Naturally, this means that *teacher education should not neglect a thorough exploration of this vital area*".[12]

Allen proposes that teaching the disadvantaged is an area which requires outstanding degrees of *teacher committment* in terms of responsibility for:

1. "Helping the child become aware of choices through cultural activities,

2. Integration of the community through visitation programs and utilization of the more successful people in the neighborhood, and

3. Helping the child to develop ability to see consequences and to predict results".[13]

Phifer in summarizing the problems of low-income rural families indicates "strong feelings of dependency, helplessness, and not belonging". He feels this implies a need for "outside persons" to realize that there is a close relationship between clothing, cleanliness, and self-respect; that families who are given an opportunity to succeed in small things get courage to try bigger things; and that a sincere interest of someone who is not a threat to their limited security can rekindle the desire for a better way of life". [14]

The Illinois Congress of Parent's and Teachers in cooperation with Southern Illinois University launched a three year project called "Lay Leaders and Their Training". The purpose of the program was to develop leadership competencies in laymen to organize local programs for parent and family life education.

The Welfare Planning Council in Los Angeles, California, under the financial support of the Sears Foundation undertook a Pilot project of training volunteers in three separated underdeveloped neighborhoods of Los Angeles in the Fall of 1962. This plan became known as "Sears Leadership Training Program".

The main purpose of the project was to recruit and train volunteers and to develop their leadership and membership skills with particular emphasis on their interest in and ability to do community service on local level.

Although none of these studies reported directly deals with the proposed study, much information may be applied and serve as a basis to find objective means and effective procedures for attacking the several phases of this study, particularly the interdisciplinary pilot training program.

Studies discussed below seem to be helpful in providing guidelines to design the first phase of the present study related to leadership role. Within the past few years, new emphasis and direction has been given to research in the problems of leadership and leader role at almost all levels of education.

The proper definition of a role must include the description of all behavioral expectations which are held for it. However, such general role descriptions do not exist for the leadership role in educational programs in home economics programs serving the needs of persons handicapped by socio-economic status differences. Expectation studies have usually been made from the point of view of one or two selected alter groups, and then often only in terms of variables assumed to be critical for the attainment of some purposes.

Regan's study is a measurement of positional involvement of the State Home Economics Leader in Administrative decisions in Cooperative Extension.[15]This study was national in scope. All members of the administrative groups in each of the 48 states and the commonwealth of Puerto Rico were included in the study.

Major objectives of the study were as follows:

1. To establish a definition of involvement in decision-making and to determine the importance of the decision-making process.

2. To develop an instrument for determining the extent of involvement of the individual in the position of state Leader of Home Economics Extension in basic policy decisions.

3. To identify factors depicting the pattern of involvement of the occupant of this position.

4. To determine the relationship between factors underlying involvement and background variables concerning state leader involvement.

The questionnaire was developed around four major dimensions of involvement; namely, participation, communication, contribution and ideal involvement. A rating scale, consisting of five intervals, was developed to measure the items on each of the dimensions.

According to the findings, the four dimensions---participation, communication, contribution and ideal involvement--do constitute the basis for a highly reliable measure of involvement.

Cross[16] in her study entitled "On-the-Job Activities and Feeling of Adequacy of Preparation of Homemaking Teachers and Home Agents" provided basis for recommendations for further development of pre-service education programs, staff development activities for homemaking teachers and home extension agents.

Well[17] sought to determine the role of the career-homemaker. Her study was an attempt to make an analysis of the factors influencing married women's actual or planned work participation. All hypotheses tested were within the framework of the study's orientation of a workable arrangement being established between performance in the labor force and performance as a housewife and mother.

Schmidt[18] made a study at the University of Missouri on "Concepts of the Role of Secondary School Counselors". The purpose of the study was to identify and compare concepts of the actual and ideal roles held by secondary school counselors and by their secondary school principals.

Miss Marian Nephrud of the Public Housing Authority indicated (November 19, 1965) that with the Housing Act of 1965 and the establishment of the Department of Housing and Urban Development (Sec. 703), that grants for neighborhood facilities to serve the needs of persons handicapped by socio-economic status differences would be developing rapidly. These multi-service centers will need home economics educators to work in such areas as credit, consumer education and home management to reach low-income people. This emerging program reaffirms the proposal to strengthen the educational and experience background of the professional home economics education leader who will be employed in these centers.

The staff in Washington, D. C., of the Farmer's Home Administration in a conference (November 19, 1965) with the Director of this proposed study indicated that there are many positions to be filled. The states of Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Michigan, West Virginia, Wisconsin, Minnesota, Mississippi, Missouri, New Jersey, New Mexico, New York, North Carolina, Oklahoma, Puerto Rico, South Carolina, Tennessee, Texas, and Virginia have recently employed staff who need additional training and they also need additional personnel. They are planning to expand the program throughout the nation.

The staff of the Extension Service in Missouri has indicated that their staff need additional training and they, too, need additional personnel to work with the various aspects of those particular programs serving the needs of persons handicapped by socio-economic status differences.

In a telephone conference (November 19, 1965) with personnel in the office of Mr. Sandy Kravits of the OEO in Washington, D. C., the director of this study was, again, told of the need for personnel to work in Community Action Programs, particularly with the Parent Education phase of the Head Start programs throughout the country.

Mrs. Marie Huff, State Director of Home Economics Education, has said that in talking with her co-workers in other states that Directors of Home Economics Education are almost desperate for staff whose background will be adequate for teaching courses for Occupational Preparation in Home Economics for jobs at the entry level. Many of the students come from low-income families.

Limitations of the Study in Phase I

The problem of preparation of professional leaders in home economics education related programs has national implications for teacher education in home economics, but this study is limited to the preparation of professional leaders to work in home economics education related programs serving the needs of persons handicapped by socio-economic status differences. However, the findings would be useable in other states than those selected from the Central Region since the types of emerging positions are growing throughout the entire nation.

Professional leaders in educational programs for the disadvantaged as in any area of professional practice may be broadly classified into generalists and specialists. This study is restricted to the role of professional leaders in the following positions:

1. Home Economics educators working with regular home economics classes in communities with high proportion of low-income families.
2. Educators in Homemaking Education for Adults serving low-income groups.
3. Supervisors and teachers of Vocational Home Economics programs in Occupational Preparation courses for low-income groups.
4. Home Economics teachers serving as educational consultants in Public Housing.
5. Home Economics teachers cooperating with Extension workers in programs for low-income groups.
6. Home Economics Educators serving as Supervisors or Directors of parent and adult education programs of "Head Start" and similar programs for group care of children.
7. Home Economics Educators employed as home-school visitors.
8. Home Economics Educators employed as the Farmers Home Administration Home Economist working with low-income families.

In that part of the investigation (Phase I) dealing with a job analysis of the professional leader's work, the data was secured by means of the Q-sort method. All of the limitations known to exist in this particular method of collecting information, therefore, apply to Phase I of the Study.

The main concern in Phase I was to determine the responsibilities and functions of certain persons who had as their primary responsibility the guiding and assisting of individuals and families from culturally and economically depressed environments to improve their level of living.

In that part of the study (Phase II) related to the interdisciplinary pilot training program for professional leaders, consideration is directed toward areas of study which reflect the "gaps" in background needs of the selected participants for the interdisciplinary pilot training program as related to planning educational programs for persons handicapped by socio-economic differences. These needs may vary with other groups or professional home economists working in programs for persons handicapped by socio-economic status differences.

FOOTNOTES

[1] Eleanor Wolf, Selected Papers on Teaching of Infant Development, from Merrill-Palmer Conferences, Michigan: The Merrill-Palmer Institute, February, 1960, 1961, pp. 66.

[2] Annabelle Sherman, "War on Poverty: A Challenge to Home Economics" Journal of Home Economics, Vol. 57, No. 6, June, 1965.

[3] Ibid., p. 435.

[4] Ibid.

[5] Ibid.

[6] Walgamet, Irene H. "Home Economists Gear for 1969 Challenge" Low-Income Groups - Opportunities Unlimited. Journal of Home Economics, Vol. 30, No. 1, January, 1964, p. 29.

[7] Amidon, Edna P., "Home Economics in Vocational Education", American Vocational Journal, Vol. 40, No. 5, May, 1965, p. 18.

[8] Ibid.

[9] Duhl, Leonard J., Antonia Handler Cheyer. "Individual, Family and Community." Journal of Home Economics. Vol. 56, No. 8, October, 1964, p. 585.

[10] Irene Beavers, "Contributions Home Economics Can Make to Low-Income Families", Journal of Home Economics, Vol. 57, No. 2, pp. 107-111, February, 1965.

[11] Frank Reissman, "The Culturally Deprived Child, A New View" Programs for the Educationally Disadvantaged, (Washington, 1963).

[12] Kenneth Lottich and Lynn Meiseger, "The Problem of Social Class in American Schools" Social Studies LV (December, 1964), p. 255.

[13] Paul D. Allen, "Teaching for Commitment", Educational Leadership, 22, (December, 1964), p. 170-176.

[14] Bryan Phifer, Working With Low-Income Rural Families, Federal Extension Service, USDA, June, 1964, p. 6.

[15] Regan, Mary E. "Measurement of Positional Involvement of State Home Economics Leaders in Administrative Decisions in Cooperative Extension" (a Ph.D. thesis) University of Wisconsin, 1963.

[16] Cross, Aleene A. "On the Job Activities and Feelings of Adequqqy of Preparation of Homemaking Teachers and Home Agents" (Article based on Doctoral Study at Teachers College College, Columbia University, 1959) Journal of Home Economics, Vol. 52, No. 3, March, 1960, pp. 210-211.

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[18] Schmidt, Lyle Darrel. "Concepts of the Role of Secondary School Counselors". (Unpublished Doctoral Dissertation) University of Missouri, 1959.

DESCRIPTION OF PROCEDURES AND METHODS

Phase I

(November 15, 1965, - May 31, 1966)

This phase of the study was a part of the Doctoral Program at the University of Missouri for Miss Uma Nag.

Her study was undertaken to ascertain the roles carried out and expected of professional leaders in home economics education who are working in programs serving the needs of persons handicapped by socio-economic status differences.

The purpose of this part of the project (Phase I) was achieved by identifying and comparing concepts of the actual and ideal roles of the professional leaders as they are held by these said professional leaders and by those supervisors directly connected with the programs for the disadvantaged in which these leaders are working.

The data were obtained through the Q-sort method in which professional leader-role was developed. A sample of statements representing views regarding four areas of activities (work with Supervisor or Administrator, with agencies involved in the educational program other than their own, with non-professional workers in the programs, and with disadvantaged persons) was selected and entered upon cards. Respondents were given the statement cards and asked to arrange the cards on a "most agree with" or "disagree with" basis according to two separate frames of reference:

1. What the leader is currently doing (actual role).
2. What the professional leaders should do to make the educational program more effective (ideal role).

All the data obtained from arrangements of professional leader responsibilities were analyzed statistically using the factor analysis method in order that inferences bearing on the problem could be drawn. Miss Nag's study with some deletions appears in Appendix B.

That part of the project related to the interdisciplinary pilot training program (Phase II) was accomplished by:

1. Furnishing criteria for directors and supervisors to consider in their recommendations of potential enrollees:

    a. graduate in home economics with education as a major or supplement to academic program.
    b. leadership ability.
    c. employment or potential for employment in programs serving the needs of persons handicapped by socio-economic status differences.
    d. successful work experience.

2. Selecting candidates from states of the Central Regional area recommended by State Supervisors of Home Economics, State Directors of Farmer's Home Administration, Community Action programs, Public Housing and City Supervisors of Home Economics in Missouri, Oklahoma, Tennessee, Kentucky, Arkansas, Iowa, Kansas, Nebraska, Illinois and Indiana, North and South Dakota.

General Eligibility

To be eligible for the training programs the applicants were—

1. (or had been) fully certified home economics teachers having a minimum of one year of teaching or comparable professional work experience using background as a home economics teacher. Immediate employment in educational programs serving low-income groups.

2. Eligible for admission to the Graduate School and show promise of ability and interest to do graduate study in the area for which application is submitted.

3. Able to provide evidence of opportunity to serve as a consultant to others during the following year and declare intent to return to the employ of the school system or agency by whom the person is being sponsored or employed.

(Note: Teachers having been displaced due to enforcement of Civil Rights Act of 1964 will not be required to submit evidence of being able to return to a school system.)

Special Requirements

Applicants must have established credit in courses in the following areas:

Home Economics	Approximate Hours
Foods and Nutrition	8
At least one course from each of the following areas—Food Preparation; Food Buying; Nutrition	
Textiles and Clothing	8
At least one course from each of the following areas—Clothing Construction; Buying of Clothing; Textiles	
Housing and Home Furnishings	8
At least one course from each of the following areas—Interior Design or Decoration; Equipment	
Management and Family Economics	8
At least one course from each of the following areas—Management; Family Finance; Consumer Economics	
Child Development and Family Living	10
At least one course from each of the following areas—Child Development; Family Relations; The Family	

Using the data obtained by the doctoral candidate in her study to note roles (actual and ideal) of professional leaders working in programs serving the needs of persons handicapped by socio-economic status differences; such descriptions to serve as guidelines for the interdisciplinary pilot training program along with employment needs as identified by the enrollees and their respective administrators representing the programs from the selected states in the Central Regional area.

The persons meeting the qualifications as outlined above and recommended by the designated administrative staff were invited by the Director of the Interdisciplinary Pilot Training Program to apply for participation in the program. They were asked to submit their credentials including background, experiences and personal data.

The Pilot Training Program was designed to provide instruction and experiences which were considered necessary in the light of role and functions of professional leaders ascertained in the first phase of this study. The eight weeks' training program carried eight hours of graduate credit.

The Pilot Training Program was designed to include the following:

1. A complete program structured to meet the background needs of the participating enrollees as related to their leadership positions and including such areas of study as:
    a. economic, environmental and cultural background of persons handicapped by socio-economic status differences.
    b. special needs, interests and concerns, both social and economic, of children and adults handicapped by socio-economic status differences.
    c. identification of reasonable behavioral goals, both social and economic, toward which persons handicapped by socio-economic status differences might be motivated to work and toward which the professional leaders in home economics might make a contribution in their respective educational programs.
    d. demonstration of educational methods and materials of instruction to be used with persons handicapped by socio-economic status differences in poverty areas and with persons who are volunteers and workers in such programs.

e. coordination and communication with individuals community organizations and agencies serving the needs of persons handicapped by socio-economic status differences.
f. organization and administration of various approaches to educational programs pertaining to persons handicapped by socio-economic status differences.

2. Provision of certain experiences was made to supplement the selected areas of study in course work, as indicated above, and included the following:

   a. field trips to locations to observe and participate in educational programs for the disadvantaged.
   b. seminars and group discussions (structured as clinics) in follow-up of field trips.

3. Follow-up of enrollees was made to ascertain to what extent the interdisciplinary pilot training program had supplemented the participants' background and experiences in relation to her position of employment particularly directed to:

   a. expanded and strengthened educational programs for children and adults from poverty areas.
   b. occupational courses focused on employment in programs for persons from poverty areas (day care aides, day care workers, home management aides).

ADMINISTRATION

The project was conducted under the auspices of the College of Education, University of Missouri, with the head teacher educator in Home Economics Education as Project Director.

The following staff participated in the program (see Appendix A, page 72 for selected personnel).

1. Project Director (time allowed from current position).
2. Consultants in areas of Reading, Child Welfare, Health Education, Adult Education, Home and Family Life, Child Development.
3. Research Assistants (2) to assist with Phase II.
4. Teaching staff in the interdisciplinary pilot training program selected from:Professional Education, Home Economics Education, and the School of Community and Social Services.
5. Office personnel (one full-time secretary).

The leadership training program was held on the Columbia campus of the University of Missouri, and the eight weeks ran concurrently with the 1966 summer session. Each week included five days in attendance from 8:30-11:30 a.m. and 1:30-4:30 p.m. with extra time given on selected Saturdays (See Appendix A, page 73-4 for the schedule and plan of instruction).

The organization and administration of the project was carried on in accordance with University of Missouri policies and procedures. This project was approved by the Board of Curators of the University of Missouri, with review for legal, fiscal, instructional and program acceptability made by the Business Office, Comptroller, Dean of the College of Education, Chancellor, and the President of the University.

Administrative control of all matters concerning staff, trainees, leadership role determination, instruction, resided in the project director through the College of Education.

FACILITIES

The instructional program was conducted in classrooms in Lewis and Clark dormitory so that the participants had most of their classes where they were housed. The instructional program was also conducted in such other rooms and places selected by the departments and divisions cooperating in the interdisciplinary pilot training program.

The facilities and services also included both the conference rooms and the auditorium of the Student Union Buildings, the Commons and South Wing.

A special room in the Lewis and Clark facility was set aside for the exclusive use of the participants. It contained files of related reading materials and audio-visual equipment for the exclusive use of the participants.

All facilities normally available to all students at the University of Missouri such as the library, health services, recreational facilities, etc., were made available to the participants. The library is one of the finest in the Midwest, totaling 1,300,000 volumes with more than 300 titles specifically related to poverty and related concerns for persons handicapped by socio-economic status differences.

SELECTION OF PARTICIPANTS AND PLANNING FOR INSTRUCTION

Data concerning the background and interest of the participants were secured prior to their enrollment in the eight-weeks pilot training program. Forms A1, A2, and A3 were used to secure the needed information (see Appendix A for letter and forms, pages 76,78,80, and pages 95 and 96).

Appropriate sections of the data were made available to staff and consultants. It was assumed that an awareness of interest and background would enable the teaching personnel and the Director of the program to plan experiences; include needed information; and allow opportunities for the participants to more nearly attain their expectations.

In background, knowledge, experiences, interest and need related to "minority groups and people with special needs"it is noted that except for the topics of Kinship Systems, Strategies of Change, and Child Labor Laws all of the participants had some background, but twenty-five or more of the thirty were interested, and apparently in need of, more knowledge and experience related to the selected topics.

In background, knowledge, experience, interest and need related to "Homemaking Education for Persons with Special Needs" there were some eleven areas where fewer than 25 of the 30 participants indicated some background; but only two of the topics were indicated as not being of high interest and need by 25 or more of the 30 participants.

In "Areas of Instruction and Use of Media to Serve Needs of Persons Handicapped by Social and Economic Status Differences" it was noted that more participants felt their background was less than "average" than with any of the topics previously marked on Form A.

Interest and need within the areas was indicated by 25 or more, with the exception of 3 topics, Basic Adult Education, Literacy as a Vocational Skill, and Programmed Instruction.

The data summarized from the three sections of Form A allowed the Director and staff to select participants with many similar interests and needs.

The pilot training program was structured as closely as possible to the topics of keenest interest and need.

(Summary Form A1)

HOMEMAKING EDUCATION

FOR PERSONS WITH SPECIAL NEEDS

(Summary of Background & Interest)

Title	Background, Knowledge & Experience	Interest and Need
Day Camp	1	1
Family & Home	29	28
Racial Groups	18	27
Sex Education	24	28
Feeding the Family	24	29
Housing the Family	1	1
Clothing the Family	30	28
Development of Family Members	19	29
Personal & Family Health	27	30
Personal & Family Finance	30	29
Degrees & Kinds of Social Deprivation	19	27
Vocational Guide, Job Outlook	26	28
Matriarchy with its Related Problems in Family Life	19	30
Establishment of Child Care Centers for Disadvantaged	22	28
Membership & Youth Reactions	17	25
Opportunities Related to Employment in the Centers	22	27
Occupational Preparation in Home Economics Food Service, Management, Child Care Serv.	26	27

(Summary Form A2)

AREAS OF INSTRUCTION AND USE OF MEDIA TO SERVE NEEDS OF PERSONS HANDICAPPED BY SOCIAL AND ECONOMIC STATUS DIFFERENCES

(Summary of Background & Interest)

Title	Background, Knowledge & Experience	Interest and Need
Verbal Development	20	26
Basic Adult Education	24	21
Intellectual & Social Development	25	29
Personality Development	26	26
Literacy as a Vocational Skill	15	21
Special Problems in Early Childhood Education	22	25
Programmed Instruction for Persons with Special Needs	9	22
Interpersonal Relationships and Achievement	18	27
Special Needs of the Inner-City	10	25
Development Language Skills and Reading Skills	16	25
Problems in Communications & Dev. of Communicative Skills	20	25

(Summary Form A3)

MINORITY GROUPS AND

PEOPLE WITH SPECIAL NEEDS

(Summary of Background and Interest)

Title	Background, Knowledge & Experience	Interest and Need
Goals	23	29
Goal Seeking	22	30
Kinship Systems	17	26
Parent Education	23	29
Child Labor Laws	9	26
Culturally Deprived	21	30
Strategies of Change	15	25
Problems of Youth, Rural and Urban	28	29
Persons with Special Needs	23	30
Family Structure & Function	28	29
Attitude toward Self, Children, Family, Work, and Community	28	29
Poverty & its Related Problems	20	28
Job Outlook for Minority Groups	20	26
Modeling: Intellectual & Social Expectations & Development	21	28

DISCUSSION

Selected statements from the presentations made by the staff and consultants appear in Appendix C. It was thought that such a summary would allow the reader to become more specifically aware of the knowledge and experiences which were identified by both staff and participants as necessary to "fill the gaps" in background needs—the over-all objective of the eight weeks' Interdisciplinary Training Program.

As indicated in the discussion related to Selection of Participants and Planning for Instruction, Forms A1, A2, and A3, were used to identify needs and interests of the 30 home economists from the ten states who had been selected to participate in the Program.

In addition to Forms mentioned above, the following devices were also used:

Form B - Evaluation of Field Trips
Form B (rev.) - Evaluation of Summer Program
Form C - Evaluation of Selected Presentations
Form D - My Program of Action for 1966-67
Form E - Log
Form F - Progress Report by Participants
Form I - "Expectations" Thermometer
Form J - My Program of Work for 1966-67

Each of the Forms appears in Appendix A, page 76-94.

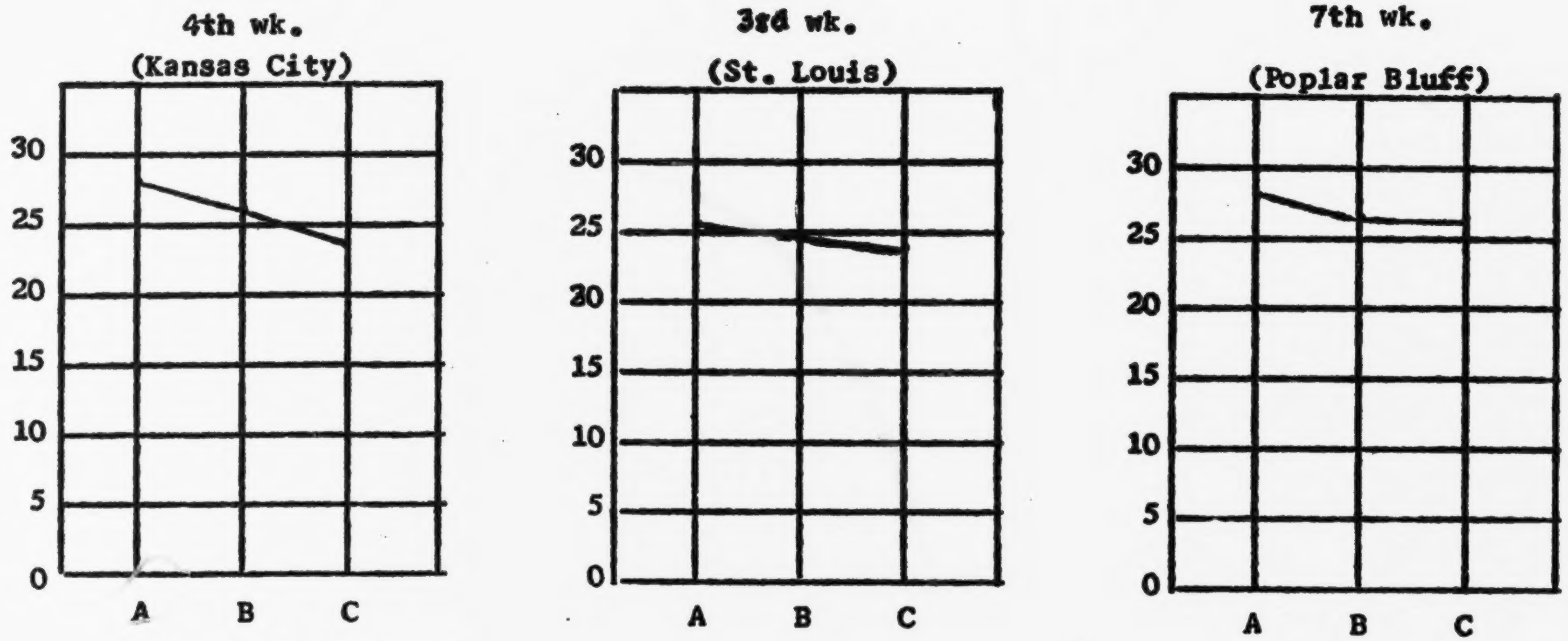
Forms G and H were not used in the eight weeks' session but were discussed with the participants as possible devices which might be modified and used in their respective programs.

Form B, Appendix A, page 82 , was used to assess the feelings and response of the participants as related to each of three field trips spaced throughout the eight weeks' period.

The following chart gives the rating of the field trips in terms of the three selected goals.

(Summary Form B)

EVALUATION OF FIELD TRIPS



(Key)

A - Received timely information
B - Received suggestions in terms of breadth and depth in some aspects of educational programs for disadvantaged.
C - Received the information I wanted from the field study.

0-30 - Participants

Assuming that an evaluation made by the participants of staff and consultants' presentations might give some evidence as to whether the participants felt their expectations (gaps in knowledge and needed understanding) were being met, the following summary is an indication of the ratings made by the participants. The ratings were made at the end of each week over the eight weeks' period.

Two of the presentations, "Use of Mass Media Communication Skills" and "Family Life Education (low-income families)" were rated "outstanding" by all 30 participants. Only two presentations were rated as "fair" or "poor" by more than one individual.

It would appear that the participants felt the presentations were either outstanding or very good. (See the schedule indicating the nature of the presentations, Appendix A, page 72).

A follow-up made four months after the summer session which ended August 5, 1966, gave some evidence of the participants' feelings concerning the continued value of the program.

A summary using Form B (rev.) indicated that as of December, 1966, seventeen of the thirty participants were "enthusiastic" about their past summer experience, twelve were "encouraged" with the experience and one felt "all right".

The summary of Form B (rev.) received in December, 1966, also indicated that 25 or more still placed high value on the timeliness of the information they had received, the kind of information which they needed in order to develop their own programs, and they placed high value on the kind of information which had given them additional understanding of the "disadvantaged". They also indicated that they felt they were actively involved as participants in the summer program. The revised Form B appears in Appendix A, page 83.

December 1, 1966
(Summary Form B-rev.)

Evaluation of Summer Program

Goals	High	Average
Received timely information.	29	1
Received information which had implications for program development in my area of interest.	25	5
Received suggestions in terms of breadth and depth in some aspects of educational programs for disadvantaged.	27	3
Shared ideas with colleagues who have similar concern in the field of Home Ec. Education.	27	3
Received the information I wanted from the field study.	25	5
Felt myself an active participant.	26	4

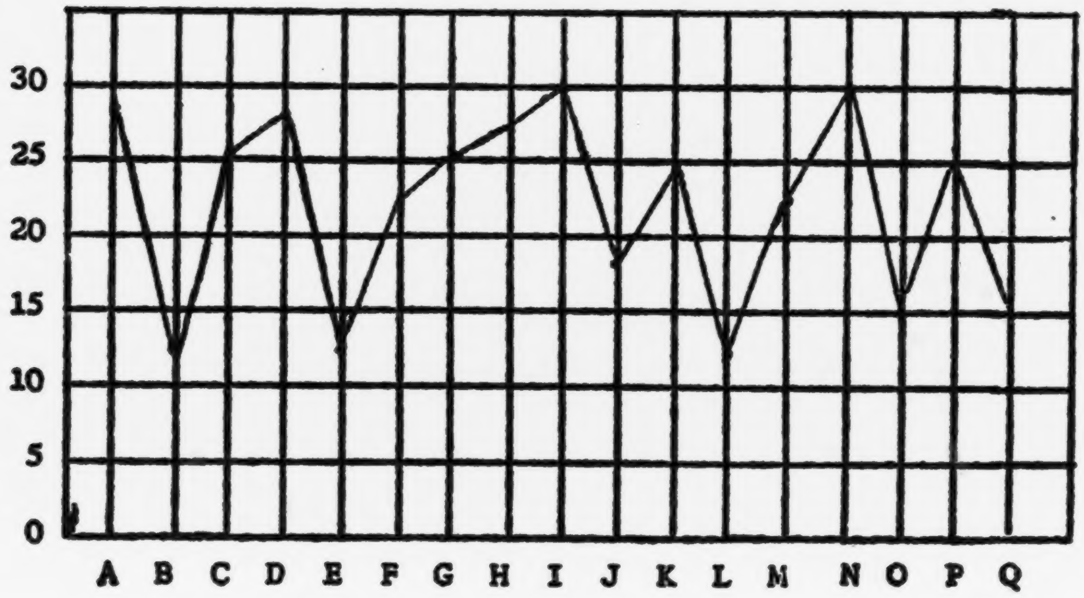
The 30 participants, as a result of the summer program, evaluated the program as such:

Enthusiastic - 17
Encouraged - 12
All right - 1

(Summary Form C)

EVALUATION OF SELECTED PRESENTATIONS

(by 30 participants using "outstanding" rating)



(Key)

Consul-tant	Topic
A	- Use of mass media communication skills
B	- Basic adult education; literacy training
C	- Developing reading skills with youth and adults
D	- Planned parenthood
E	- Community action and development
F	- Occupational Home Economics
G	- Child Development
H	- Vocational Education
I	- Family life education
J	- Social agencies
K	- Occupational training programs
L	- Youth with special needs
M	- People with special needs
N	- Sociology; American culture, Societal forces
O	- Legislative efforts to meet needs of individuals
P	- Planning for instruction
Q	- Sociology; understanding cultural continuities

RESULTS

It is recognized that one of the frustrations facing educators is the lack of evidence in follow-up of students indicating continued interest, value and individual development of ideas presented in an instructional program.

Form D, Appendix A, page 85 , was used as a plan of action by each of the 30 participants. Individual plans are on file in the Director's office, Gwynn 107, University of Missouri, Columbia.

The following summary indicates the direction of the action programs, showing the five most frequently stated items within each category—Self, Instruction and Community.

(Summary Form D)

PROGRAM OF ACTION

August 5, 1966
(Five most frequently stated items)

SELF

1. Read more extensively.
2. Continue to study concepts.
3. Develop better understanding of disadvantaged.
4. Study educational taxomomies.
5. Work with related agencies.

INSTRUCTION

1. Report summer's work to supervisor and co-workers.
2. Develop more realistic curriculum.
3. Work with student teachers in understanding the disadvantaged.
4. Strengthen family living and personal development.
5. Expand Child Development courses.

COMMUNITY

1. Present summer's work to local, regional, state, and national Home Economics related meetings concerning Vocational and Technical Education and working with the disadvantaged.
2. Cooperate with other agencies working with the disadvantaged.
3. Work with school health nurse.
4. Conduct home visits.
5. Work with various employment agencies.

It is not feasible or practical in such a report to state specifically the comments made by the 30 participants as recorded in a weekly log, using Form E. Form E appears in Appendix A, page 86 ; however, the following weekly summaries indicate the areas of increased knowledge and understanding as described by the participants.

The individual weekly logs are on file in the Director's office, 107 Gwynn Hall, University of Missouri, Columbia, Missouri.

(Summary Form E)

TOPICAL OUTLINE OF AREAS OF PROGRESS

(Increased Knowledge and Understanding)

June 18, 1966

I. Regarding People

- A. Cultural differences
- B. Problems of the deprived
- C. Non-white persons and the races of Man
- D. Children
- E. Factors affecting reading abilities and development

II. Regarding Programs

- A. Programs which serve the disadvantaged
- B. With adults
- C. Problems of programs in large cities
- D. Home Economics part in programs for the disadvantaged
- E. Vocational home economics
- F. Adult literacy programs
- G. Government programs

III. Regarding Process and Procedures

- A. Methods of teaching child development
- B. Teaching illiterate adults

IV. Regarding Personal Improvement

- A. Meeting others
- B. Awareness of real self
- C. Becoming involved in programs for the disadvantaged
- D. Overcoming tendency to reinforce pre-conceived ideas

TOPICAL OUTLINE OF AREAS OF PROGRESS

June 25, 1966

I. Regarding People

- A. Values, problems, and understanding of agression in the deprived
- B. Understanding what culturally deprived children are like
- C. Communication prowesses
- D. Habits and weaknesses of teachers
- E. Community problems

II. Regarding Programs

- A. Need of public schools to meet challenge of change
- B. Variety of services provided in city
- C. Effective home economics programs for the disadvantaged
- D. For whom the "anti-poverty" programs
- E. Philosophy underlying vocational and technical education
- F. Services available as cooperative resources

III. Regarding Process and Procedures

- A. How to work with low-income persons
- B. Talking about problems—"good" conversation

IV. Regarding Personal Improvement

- A. Reading and receiving information
- B. Self-insight
- C. Organization of resources
- D. Meeting others and getting acquainted
- E. Adjustment to "situation"—other professional workers
- F. Recognizing "own" problems
- G. Plan of work for action at home
- H. Making friends with a "non-white" person; with a "white" person

TOPICAL OUTLINE OF AREAS OF PROGRESS

July 2, 1966

I. Regarding People

- A. Negro culture
- B. Slum areas and inner city life
- C. Retarded children
- D. Problems of disadvantaged—life and learnings
- E. Respect for dedication of negro leaders
- F. Causes of reading difficulties

II. Regarding Programs

- A. Knowing about actual programs
- B. Seeing need for sharing detailed planning with co-workers
- C. Programs in high-rise public housing
- D. Federal programs
- E. Community planning and cooperation

III. Regarding Process and Procedures

- A. How to improve child's self-image
- B. Effect of "little money—lots of love and effort"

IV. Regarding Personal Improvement

- A. Sharing and working with others
- B. Plan of work
- C. Recognition of prejudices
- D. Self-understanding
- E. Own part in work with disadvantaged
- F. Reading

TOPICAL OUTLINE OF AREAS OF PROGRESS

July 9, 1966

I. Regarding People

   A. General background of disadvantaged
   B. Teen dropouts and their problems

II. Regarding Programs

   A. Various programs for disadvantaged
   B. Parent education
   C. Job corps, Head Start, Youth Corps
   D. Coordination of programs
   E. Home Economics roles in actual programs

III. Regarding Process and Procedures

   A. How to implement in own teaching
   B. Use of visual aids
   C. Adolescent and adult programs

IV. Regarding Personal Improvement

   A. Finding materials
   B. Reading

TOPICAL OUTLINE OF AREAS OF PROGRESS

July 16, 1966

I. Regarding People

- A. Other cultures—kinship families
- B. Sex education and family living
- C. Needs of parents
- D. Problems of teenagers
- E. Positive side of the culture of the disadvantaged

II. Regarding Programs

- A. Planning programs using information learned
- B. Family life education
- C. Sex education

III. Regarding Process and Procedures

- A. Teaching and learning process focused on individuals

IV. Regarding Personal Improvement

- A. Reading
- B. Developing a better relationship with people

TOPICAL OUTLINE OF AREAS OF PROGRESS

July 23, 1966

I. Regarding People

  A. Greater understanding of how the disadvantaged live and of hidden poverty
  B. Teenagers
  C. Negroes in the South

II. Regarding Programs

  A. Social work—background, philosophy, work as a way of life
  B. Planned parenthood—contraceptives

III. Regarding Process and Procedures

  A. How to "approach" others
  B. Concepts and generalizations, a way to organize for teaching

IV. Regarding Personal Improvement

  A. Re-assessing goals and values
  B. Organizing and recognition of resources
  C. Reading and improvement of reading
  D. Thinking through plan of action

TOPICAL OUTLINE OF AREAS OF PROGRESS

July 30, 1966

I. Regarding People

   A. The thoughts and the goals of low-income youth
   B. Learning more about their problems

II. Regarding Programs

   A. Job Corps Centers
   B. Extension work with the disadvantaged
   C. Public housing
   D. Leader aide programs
   E. Curriculum development

III. Regarding Process and Procedures

   A. The conceptual approach to instruction
   B. Taxonomy of Educational objectives
   C. Understanding the process of teaching the "disadvantaged"
   D. Detailed preparation for individualized teaching
   E. Further understanding of cognitive learning

IV. Regarding Personal Improvement

   A. Reading
   B. Organizing resource materials
   C. Understanding the purpose of the over-all summer session
   D. Planning more effective lessons

TOPICAL OUTLINE OF AREAS OF PROGRESS

August 5, 1966

I. Regarding People

   A. People in the world of work
   B. Accepting indiscriminate objective love as a part of satisfying life's needs
   C. The poor and their responses

II. Regarding Programs

   A. Occupational home economics
   B. Vocational guidance
   C. Programs for the disadvantaged
   D. Education—its scope and purpose in a democracy
   E. Child development

III. Regarding Process and Procedures

   A. Conceptual teaching
   B. Communication
   C. Curriculum planning

IV. Regarding Personal Improvement

   A. Improved reading
   B. Organizing resource materials
   C. Recognizing the challenge of "change"

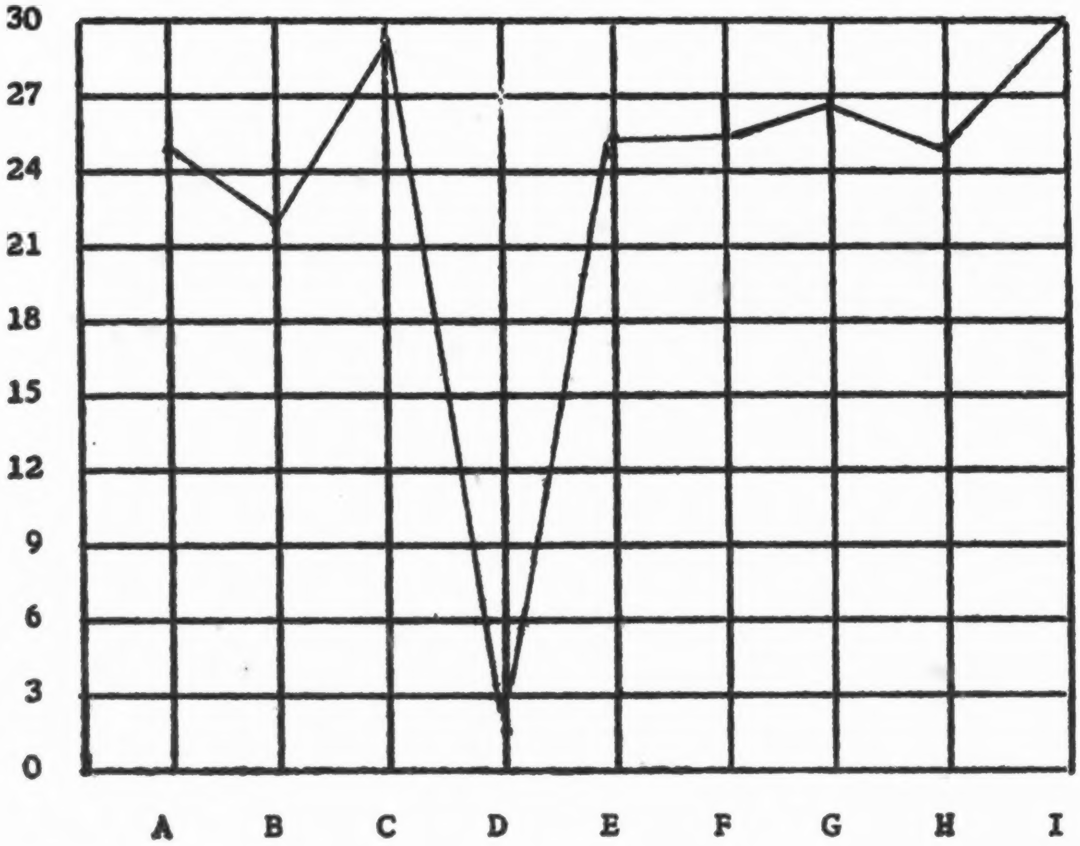
At the beginning and end of the eight weeks session, a survey was made of the interests of the participants in selected areas which have come to be identified with programs for persons with socio-economic status differences, with particular concern for low-income families.

These areas of concern were categorized as Educational programs; Employment and Job Training; Health and Vocational Rehabilitation; Housing and Home Management; Welfare; Service Centers; and such programs as Job Corps, VISTA, and the Neighborhood Youth Corps.

The following chart indicates an increased interest and concern for all facets of such programs for those persons having socio-economic status differences with a marked increase in interests in such areas as Job Corps, Housing, Neighborhood Youth Corps, Vocational Rehabilitation and Multi-Service Centers in the community.

(Summary Form F)

(Report of continued interests and increase indicated in Action Programs for disadvantaged persons as checked by the 30 participants at close of session.)



(Key)

A - Welfare
B - Job Corps
C - Education
D - Cooperate with VISTA
E - Neighborhood Youth Corps
F - Housing and Home Management
G - Health and Vocational Rehabilitation
H - Neighborhood & Multi-Service Centers
I - Employment, Job Training, and Counseling

(0-30 = Participants)

FORMS G & H

Form G, Evaluation of Group Work, was not used during the eight weeks session. It was used to stimulate discussion prior to group work and to clarify goals for effective group work. Form G appears in Appendix A, page 89.

Form H, Appendix A, page 90, Individual Data Sheet, was not summarized for the entire group. Form H, was used as a basis for individualized conferences with the Director of the Project. The Director held a conference with each person at the end of the third week and the seventh week of the summer session.

It was the consensus of the group that Forms G and H would be more valuable in terms of self-evaluation for each individual rather than have the entire group use the devices for group evaluation.

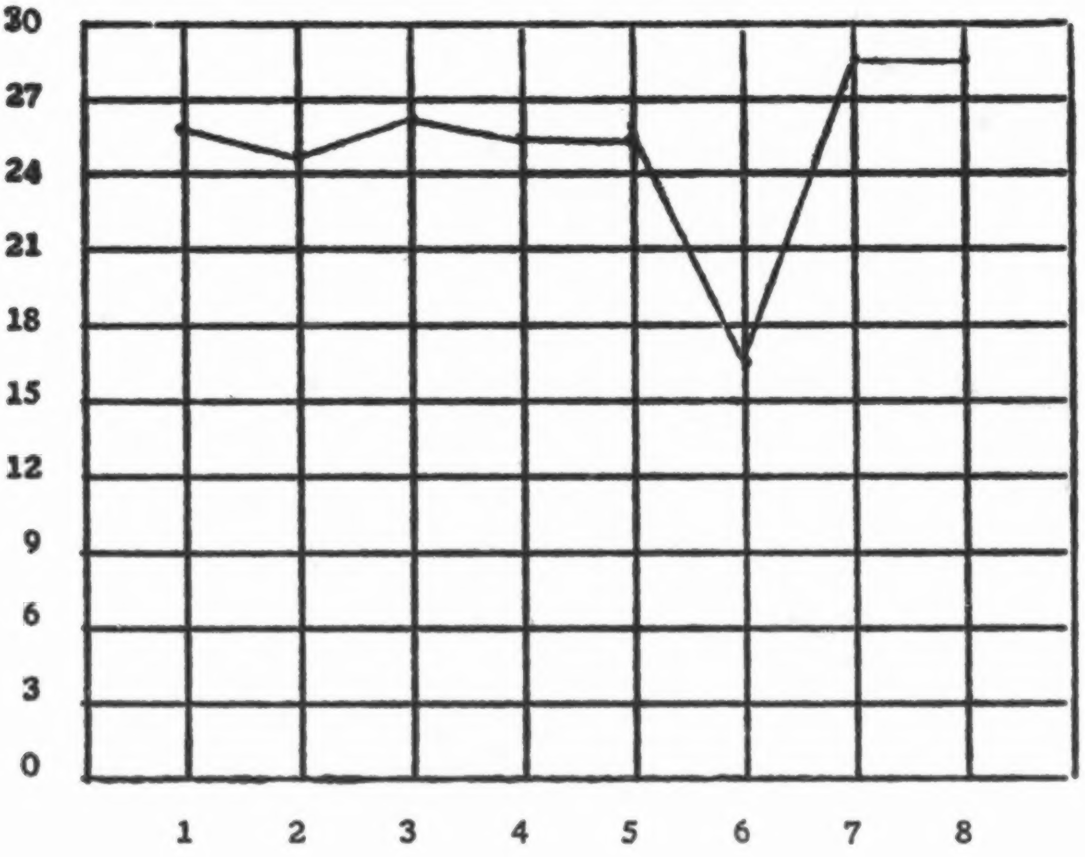
The Director felt that goals significant to each individual provided increased motivation by all members of the group. The devices met a need for being specific in identifying ways to fulfill goals related to action programs when each person returned to her local community.

Again, an attempt was made to have each participant rate each week's program in terms of her expectations and to check selected aspects or goals which would reflect her expectations of the program for each week.

The following chart indicates that with the exception of the sixth week the program was exceedingly satisfactory for 25 or more of the participants. The ratings given to the presentations and experiences of each week (Form C) wupport the ratings as summarized from Form I. Again, individual ratings using Form I for each of the eight weeks are on file in the office of the Director, 107 Gwynn Hall, University of Missouri, Columbia, Missouri.

(Summary Form I)

(Exceedingly satisfactory rating indicated by 30 participants throughout the eight week Interdisciplinary Training Program.)



(Key)

Week of

1 - June 13-18, 1966
2 - June 20-25, 1966
3 - June 27- 2, 1966
4 - July 5-10, 1966
5 - July 11-16, 1966
6 - July 18-23, 1966
7 - July 25-30, 1966
8 - August 1- 5, 1966

(0-30 = Participants)

Topics which showed a majority (20 or more) "exceedingly satisfactory" ratings for each of the eight weeks included:

A - Use of mass media communication skills
C - Developing reading skills with youth and adults
D - Planned parenthood
F - Occupational Home Economics
G - Child Development
H - Vocational Education
I - Family Life Education
K - Occupational training programs; World of Work
M - People with special needs
N - Sociology; American culture, Societal forces
P - Planning for instruction

Topics which showed a majority (20 or more) of "partly satisfactory" ratings for five-seven of the eight weeks included:

F - Occupational Home Economics
G - Child Development
H - Vocational Education
I - Family Life Education
J - Social Agencies

Topics which showed a majority (20 or more) of "partly satisfactory" ratings for one-four of the eight weeks included:

K - Occupational training programs; World of Work
L - Clinical psychology—youth with special needs

PLANS OF ACTION

(Taken directly from J Forms)

1. Read; Become familiar with programs available; Discuss programs at informal times with persons; Stress language skills more in child development classes; Plan adult work; Try to have adult class dealing with social graces; Develop an awareness of this struggle in Human Relations classes and in home visits; Give report of Interdisciplinary Program at State Vocational Conference in August. Talk with Superintendent about possibilities for setting up reading program for adults.

2. Attend summer conference program; Travel in depressed areas; Extend personal and professional library; Work with tri-county director; Have joint conference with other "allies" in our county; Give a coffee in our home; Have youth programs—FHA, Gourmet Club, Be "chic" club; Teach girls about community "helpers"; Teach girls to help community "helpers"; Example - Health nurse; Picture cards for the speech correctionist; Examine various "guides" and modify resource material; Plan a joint meeting with co-workers and lunch room supervisor to develop plan of action; Extend home visits; Have joint conference with leaders in community to discuss goals; Observe; Plan for socialization of youth (opening of school) College (TV stations).

3. Read articles relating to special needs and special problems confronting the youth of today; Revise curriculum to meet needs of low-income persons; Have a study of materials of summer plan accordingly to strengthen curriculum and improve wherever possible; Change total approach to teaching various areas where needed; Evaluate present program - meeting "their needs"; Expect to have part in in-service training course; Work with welfare personnel and guidance personnel.

4. Continue reading materials concerning the disadvantaged youth; Attend in-service training meetings and programs for the disadvantaged; Make contacts with home economists outside the Memphis area; Help organize the Child Development Center at Douglas School; Make a survey of the school community to justify additional specific needs for other Vocational Programs in Home Economics;

   Conduct Parent Education programs; Study present basic concepts and generalizations to see if they are adequate for preparing individuals for a satisfying life in society; Work with co-workers to broaden educational experiences and new developments in the field of Home Economics; Evaluate present program of work to meet the needs of today's youth; Participate in the planning of in-service meetings for the coming school year; Cooperatively plan with Welfare, YWCA, Family Service and Community organizations activities that will create interest and involve parents and youth togetherness; Supervise and/or teach at Child Development Center.

5. Know the "law" and areas of need; Make personal contacts; Visit with others in the group; Work on wage-earning programs; See where need is; Have a poverty survey; Conduct home visits; Read and discuss summer material; Encourage others to attend such workshops; Meet with others and help them to see needs of disadvantaged; Present program at fall conference and our own school system's in-service training; Teach a wage-earning course making our own materials available.

6. Note definite changes in guidelines from within and without cooperative extension service; Make such changes in program as are needed to better serve recognized needs of disadvantaged youth and adults; Read widely; Actively participate in AHEA, NEHEA, NCFR to promote common goals for group of disadvantaged youth and adults; Participate in local, area, regional, state, and national meetings as well as offer appropriate information.

7. Continue taking courses which provide both broad and specific education; Explore possibilities for doing a PhD within the next 5-10 years; Voluntarily participate in growth motivating new experiences; Develop a family center educational program among people in Robert Taylor homes in Chicago during 1966-67; Special interest groups - women's organized group-child care arrangements; Provide experiences for youth and adults which will give feelings of security in everyday life; Look for concepts; Build on strengths; Maintain flexibility with a framework of growth; Share with co-workers the values of educational experiences at every opportunity; Use opportunities presented or made for encouraging co-workers to increase educational experiences; Plan programs around changes expected;

   Develop suggestions for in-service program of co-workers; Cooperate in the planning of and preparation of materials for conferences; Develop cooperative program to follow-up youth and adults served by Co-op Extension; Explore ways and means of strengthening the preparation of professional leaders who will work with disadvantaged persons; Study the nature and function of leadership role and supervisor at all levels through observation, reading, and course work; Study the processes of research in this area; keep accurate records of needed information and write meaningful reports.

8. Read current topics on needs of disadvantaged youth and adults; Plan to acquire the cooperation of other Home Economists and related agency workers in working with the disadavantaged; Plan to give much of this information to the Leader Aides of the OEO Component; Teach many of the concepts to the new group; Confer with the FHA Home Economist and Extension Home Economist and office directors in an effort to reach the planned goal.

9. Extend reading; Emphasize reading concerning the disadvantaged child and youth; Assist in planning the program of work for state association; Develop an awareness of the emerging programs for the disadvantaged; Have department meetings in local schools and in civic organizations; Consult with local and county school officials and recommend involvement of a Home Economist in

special classes for disadvantaged youth on the secondary level; Develop a variety of programs for the youth and adults which will create a sense of personal satisfaction (example: clothing selection care, repair and remodeling, money management and consumer education); Extend reading about the disadvantaged to enrich my understanding of their values; Be ready to accept people at their level of understanding; Implement useful skills for the disadvantaged in the present school program; Share notebook and material (experiences) of this summer's Pilot Program; Continue working and planning with the state and local Home Economists; Develop a more effective approach and assume a greater role in meeting the problems of poverty; Seek out Home Economists in the community that that are not professionally involved and encourage their return to the profession.

10. Read; Make library list available to city school library, city library, area education library; Expand my range of reading while working toward acquainting myself with resources and teaching aids related to programs for the disadvantaged; Share and discuss programs planned and/or in the planning stages in other states with other participants; Discuss program with others and inform teachers under my supervision and explain and share the program as planned and developed here with members of state staff in my state and the administrators in my region; Work to create a greater feeling of empathy and hope to impress upon youth and adults with whom I work closely that every person is disadvantaged; Try to establish some concepts firmly in my mind that lend themselves to changed behavior in trying to be a better member of a family as day-to-day changes occur in home life because of pressure and opportunities emerging from a world in change; Share and emphasize the involvement I feel because of participation in the interdisciplinary program; Assist co-workers and teachers to attain cooperatively developed goals (personal and professional).

11. Make all contributions possible in curriculum planning and display; Discuss and share whenever possible all materials obtained this summer; Explain cooperative

program related to the aging; Contribute bibliographies and other resource suggestions and serve as consultant in planning and developing programs with professional leaders; Attend area and state workshops; Read current materials and see recent films; Attend state and district meetings; Strive to develop an awareness in group and district meetings; Consult with administrators involved with present programs; Offer assistance to help with possible program offerings from H.E.; Assist and participate in developing a variety of programs for youth and adults that will create a sense of personal satisfaction; Personally contact Home Economics teachers in meetings in own buildings; Encourage the up-dating of present state and local curriculum guides; Share experiences of pilot program, notebook, materials and bibliography; Encourage Home Economics people who are not active to go back to school or attend workshops and make themselves available to community agencies.

12. Gain as much knowledge as possible through reading in the areas of sociology, anthropology, psychology, and Education and make application to job responsibilities; Confer with members of interdisciplinary group informally, and with resident and state staff when possible; Develop a plan of action related to some phase of job responsibility; Read, listen and participate in class sessions; Observe on field trips and be prepared to give leadership to state and county Home Economist Extension staff on programming for the disadvantaged;

    Arrange field trips for State Home Economics staff to provide first-hand information on housing living conditions, action programs, both in rural and urban areas; Provide opportunity for staff to become exposed to readings in sociology, psychology, anthropology, etc. to acquire concepts and better understanding of families of low socio-economic status; Plan regular conferences with professional staff and review and evaluate progress of programs for the disadvantaged; Explore methods of expanding present programs with disadvantaged families to allow for more and better coordination of activities with other agencies— participation in Head Start and other OEO programs and specific clientele including young marrieds, teenagers, aging, etc.

13. Read; Visit service area consultant; Develop concepts suited to various programs; Discuss; Develop concepts which will be meaningful to groups I will be working with.

14. Read; Confer with superintendent as to any changes which might be needed in our programs; Have group discussions with various teachers; Plan visits and work in classroom which will be meaningful to lower socio-economic group; Plan adult work to meet the needs of disadvantaged; Use resource people to speak to classes and to adult groups; Generalize which will be more meaningful in teaching; Speak at faculty meetings or county teachers meeting as to our responsibilities to the more disadvantaged; Plan to include particularly in child development class information from summer program to make classes more meaningful.

15. Read current literature; visit centers where programs are in progress; listen to people who are knowledgeable in their fields in order that I may have a better understanding as I work with others in my local area; Talk informally with members in groups to learn what is being done in other places; Keep in touch with my co-workers to see their progress; Be more informative; Develop pilot programs in needed areas and work with parents and children; Help with club meetings, etc.; Work with small groups sharing my experiences and materials with others in the state level and local schools;

Study all aspects of present programs in order to see needs that I was not aware of before this summer; Prepare notebook of reference materials that I can share with the state staff and with small grooups of teachers; Have staff meetings at intervals to work on further development; Find out many ways of working with professional leaders to give them an awareness of the summer program and evaluate the many devices used in this study; Review group dynamics.

16. Read; Talk with ITP participants; Survey school and community needs; Check bureau of census statistics; Speak to civic groups; Make use of conceptualized teaching; Participate in pilot training programs; Encourage attendance in workshops; Present emerging programs at state conference; make myself and my materials available; Explore supervision roles; review curriculum; and conduct survey of needs.

17. Inform families of basic adult education classes being held in their area; Discuss jobs with ITP participants; Develop long term human development plan; Read relating to disadvantaged; Work directly with welfare workers and case workers.

18. Read relating to the disadvantaged; Keep in touch with ITP members; Conduct home visits and demonstrations; Cooperate with workers in civic center and community center; Include actual experiences in educational programs; Attempt to instill desire for knowledge in families; Plan regular conference with professional and non-professional staff; Include more consumer information; Refer families to proper agencies; Encourage periodic evaluation of on-going program; Acquaint leaders with related literature; Acquaint myself with leadership responsibilities.

19. Read; Exchange ideas with other home economics teachers; Study Omaha curriculum and surveys regarding the disadvantaged persons; Make more specific lesson plans to meet needs of low-income persons; Survey local community; Plan a questionnaire; Read; Go to summer school; Attend seminar; Outline a methods course for seniors on emerging programs; Present programs at conference.

20. Read; Talk with people enrolled in seminar and graduate work; Revise lesson plans to provide more concrete learning experience; See that each student has accomplished something worthwhile; provide problem-solving lessons; Start a remedial reading program; Set up workshops; Conduct home visits; and find strengths of possible dropouts.

21. Read; Visit with others; Attend district meetings; Help county council become aware of existing problems; Visit with ITP members; Present material and information gained from this program; Work with youth and adults in evaluating this program; Encourage training of new workers.

22. Read; Talk with Home Economists about goals for programs with the disadvantaged; Work with more homes; Observe students closely; Establish contact with students; Be a good listener; Assist girls in setting goals for themselves; Help each individual feel they are important; Listen to professional speakers and view films; Present pertinent information from research and readings; Talk with county home extension agent; Assist in a follow-up program.

23. Read; Listen; Talk with other participants about disadvantaged; Work on the written curriculum for Home Economics occupations class; Develop curriculum to be used in my own situation; Learn how to give youth and adults a feeling of security; Add activities and methods to our present curriculum that could be used with the disadvantaged students; Present information and interpret; Explore other curriculums; Help train students for a particular skill.

24. Read; Evaluate 8th and 9th grade curricula; Discuss with class members and hear consultants; Re-evaluate goals of homemaking classes in meeting needs of students; Use various techniques for achieving goals of class; Involve students in participation; Seek and approach the study of homemaking in its fullest meaning; Share my seminar experiences with fellow homemaking teachers; Cooperate in curriculum development; Make home visits; Attend seminars; Be aware of community needs; Modify instruction.

25. Read and study; Promote meetings of county home economists; Plan to incorporate new concepts; prepare bulletin boards for teachers; Display reading materials; Share experiences of summer in ITP program.

26. Read; Talk with community people about the needs of the disadvantaged; Have more student planning in revision of curriculum; Invite parents to participate in class activities; Share experiences with co-workers; View filmstrips.

27. Supplement text with newspaper and magazine for recent trends; Encourage students to become socially acceptable for the job and accept responsibility of doing his job; Invite parents to class to observe; Encourage students on job decision; Follow most successful concepts; Reveal findings to co-workers; Check that materials are up-to-date; Share materials; Check progress students make in class; Keep informed of complete over-all programs for the disadvantaged.

28. Read; Communicate with members of the ITP; Develop programs geared in this direction; Make information meaningful; Work with small groups; Return to school for more training; Make suggestions when possible; Attend institutes.

29. Talk with own group; Be aware of present activity; Talk with Home Economics teachers engaged in Occupational programs; View films; Gear programs to meet needs of disadvantaged; Be more flexible in concepts of Human Development.

30. Read; Attend Home Economics conventions and unit meetings; Add new units to curriculum (sex education); Invite parents to participate in programs; Attend PTA meetings; Let students have active part in programs; Participate in educational programs; Encourage co-workers to attend educational conferences; Share information obtained at summer institute; Revise units on family relationships(sex education); Participate in regional conference.

(ITP - Interdisciplinary Training Program)

By no means of least importance were the plans for action after the participants returned home. The following excerpts were taken directly from the J forms turned in to the Director on the last day of the summer session. The ten most frequently listed items in the "Plan of Action" were:

1. Continue to read from references and bibliography provided in Pilot Program.
2. Report at State Vocational Conferences.
3. Attend in-service training meetings and give leadership to programs.
4. Share educational experiences with co-workers.
5. Encourage up-dating of present state and local curriculum guides particularly as related to occupationally oriented instruction for disadvantaged persons.
6. Survey school and community needs.
7. Exchange ideas with other Home Economics teachers.
8. Be a good listener to individuals with special needs.
9. Re-evaluate goals of homemaking classes in meeting the needs of students (occupationally oriented courses).
10. Revise units in family relationships to include sex education.

(Summary Form J)

Interdisciplinary Approach to Preparing Home Economics Leaders for Emerging Programs Serving Disadvantaged Youth and Adults

(1966-67 Program of Work)

Goals in Pilot Training Program	Number Planning Action Programs Related to Goals (8-5-66)
1. Become informed about current trends as they affect specific job responsibilities and to make program adaptations in keeping with the changing focus in educational programs for disadvantaged youth and adults.	20
2. Learn more of what other home economists in other areas are doing in order to promote common goals for groups of disadvantaged youth and adults.	30
3. Make special effort to carry own program of development beyond its present stage.	30
4. Develop an awareness of the needs of the disadvantaged (including the low ability) and devise effective methods for meeting these needs through expanding aspects of specific programs in which employed.	30

(Summary Form J cont.)

Goals	Number
5. Provide a wide variety of experiences that will give"disadvantaged" youth and adults feelings of security in various situations.	30
6. Acquire concepts which will prepare individuals (disadvantaged youth and adults) for a satisfying home life in a changing world.	25
7. Encourage co-workers to plan for improvement of educational experiences within the framework of specific job responsibilities (for low-income individuals).	30
8. Analyze the present program in light of implications for desirable changes.	30
9. Contribute to the in-service program of co-workers by cooperating in the planning of and preparation of materials for conferences (own agency as well as others).	30
10. Work on further development of cooperative programs.	30

As a part of the follow-up, the participants were contacted in September and December to seek information as to specific experiences and projects which were an outgrowth of the summer pilot-training program.

In order not to identify specific individuals with their plans and follow-up experiences, the Director has chosen to report the follow-up in a different order from the recorded "Plans". The data from both forms are available in the office of the Director.

The following statements were recorded as evidence of effective implementation of the "Plan of Action" as indicated by each participant.

In reporting the participants were asked to indicate the kind of activity in which they were able to apply the principles and experiences of the summer pilot training program. Again, so that individuals would not be identified by name and location, the numbering is different than previous listings. A complete report can be found in the Director's office to supplement the following selected examples of action programs after the close of the session the first week in August until the time of reporting in December.

The statements were classified into five areas.

SOME SELECTED CASES OF ACTION PROGRAMS IN FOLLOW-UP OF PARTICIPANTS

1. Organization and Planning to Meet Needs of Youth and Adults.

   Have worked with a committee in the community in securing needed clothing and getting some low-income family children in school.

   Material was used to organize Child Development Center.

   Family Education Center proposal has offered excellent opportunity for extensive organization and planning to meet needs of youth and adults.

   Am working with 15 aides who are teaching 200 low-income homemakers.

   Initiated a new program in a new department in Appalachia for seventh and eighth grades.

   Worked on development of Human Development Plan.

   This has been a part of setting up the curriculum for the home economics occupations class.

2. Projects Related to Employment of Low-income Groups.

   Training girls for jobs as child care aides.
   Helped family living aides plan first-aid and sewing.
   Used Human Development Plan.
   Learning skills for entry level in Food Service.
   Have worked with foods classes to be employable.
   Community development center.

3. Improved Relations with Disadvantaged Youth and Adults.

   Pilot Senior Adult Living Class.

4. Inter/Intra Agency Cooperation.

   Workshop for professional community leaders working with the disadvantaged.

5. Community, Region or State Participation.

   Met with Occupational Home Economics Teachers.
   Visited community center and talked with leader.

CONCLUSIONS

The eight weeks pilot training program was to supplement the educational and experience background of the home economists working in programs serving the needs of persons handicapped by socio-economic status differences.

As evidence of attainment of the over-all objective the writer would, again, refer the reader to Appendices B and C to review the informational content of the presentations by staff.

Additional evidence of attainment might be found in both the plans of action and the kinds of activities the participants initiated upon returning to their positions.

At the end of the week's session each participant had printed materials from their classwork and outside readings to use as references for personal and professional responsibilities. Each participant added a number of books to their own personal library. Each participant had indicated in her plan of action the desire to continue to read as widely as possible.

An added source of information and of interest to others who would have similar goals was a set of slides concerning each phase of the pilot training program which was made available for each participant.

Again, selected comments from the forms returned in December could reflect the degree of goal attainment for those who participated.

I feel I made progress in—

Planning and developing a new department.
Helping my students realize that the 'real values' of children are taught at home.
Comprehending the real meaning of Dr. Sterl Artley's statement: "A Child should never be taught something he will have to unlearn".
Getting across to the lay people that we need to help low-income people so that they can help themselves.

Obtaining cooperation of parents, faculty members and administrators in securing students for this class.
My basic understanding of the whole problem.
Interagency cooperation efforts.
Establishing working relations with the aides.

Understanding the disadvantaged.
Showing my appreciation to aides and realizing they have problems too.
Understanding the deprived and their values.
Learning more about my supervisory responsibilities.
Working out objectives and generalizations for and with my students.

Accepting people as they are and trying to help them from that point.
Developing a program that would benefit disadvantaged youth.
Understanding students who fail to respond to "conventional" or "traditional" classroom methods.
Communicating ideas on how to deal with people with special needs.
Understanding that people on welfare are victims of circumstance.

Communicating the objectives, activities and results of the ITP to other home economics teachers in our school system.
Furthering good race relationships.
Gaining an understanding of the legal aid society and its operation.
Understanding the local teen-posts.
Working with low achievers and guiding students to find themselves.

Guiding students to use their capabilities.
Cementing good relations with resource representatives.
Developing good working relations between the vocational department and the Home Economics Department.
Understanding our local poverty program.

——APPENDIX A——

——INTERDISCIPLINARY TRAINING PROGRAM——

Home Economics Education Enrollment

Missouri

Name	City	Occupation
Barnes, Velma	Doniphan	Teacher
Deeds, Dorothy	Lebanon	Extension
Hyde, Sally	Lebanon	Farmers Home Admin.
Johnston, Ina	Gallatin	Extension
Pinion, Janice	Caruthersville	Teacher
Randolph, Lillian	Independence	City Programs
Tandy, Evelyn	St. Louis	City Programs
Wood, Dorothy	Caruthersville	Teacher

Iowa

Dickinson, Marian	Mason City	City Programs
Eveland, Mary	Des Moines	City Programs
Peterson, Gwen	Des Moines	City Programs

North Dakota

Hornbocker, Rose	Mandan	Teacher
Kraft, Ruth	Fargo	Supervisor

South Dakota

Olson, Beverlee	Beresford	Teacher
Cox, Martha	Rapid City	Teacher

Wisconsin

Gundlach, Anita	Milwaukee	Extension
Brockman, Marion	Milwaukee	City Programs

Nebraska

Name	City	Occupation
Kimmons, Margaret	Lincoln	Teacher

Illinois

Davis, Reba	Chicago	Extension
Heinzman, Virginia	Centralia	Supervisor
Mollet, Patricia	Sparta	Teacher
Olson, Pat	Joliet	Teacher

Tennessee

Brown, Rose	Memphis	City Programs
Evans, Agnes	Trenton	Supervisor
Hill, Marie	Knoxville	Supervisor
Tolerson, Vernell	Memphis	City Programs

Arkansas

Bibb,Estalee	Lepanto	Teacher
Henry, Genella	Monticello	Teacher

Kansas

Kingsley, Donna	Kansas City	City Programs
Powell, Shirley	Kansas City	City Programs

STAFF AND CONSULTANTS

Dr. James Abbott
Columbia, Missouri
(Professional Education)

Dr. Wilbur Ames
Columbia, Missouri
(Adult Education)

Dr. Sterl Artley
Columbia, Missouri
(Reading)

Dr. Lane Ash
Washington, D. C.
(Guidance, Counseling,
Occupational Education)

Dr. Inez Benson
Kansas City, Missouri
(Planned Parenthood)

Miss Mary Beth Brinegar
Jefferson City, Missouri
(Child Development)

Mr. Hugh Denney
Columbia, Missouri
(Community Development)

Dr. Joan DePena
St. Louis, Missouri
(Anthropologist)

Dr. Sheldon Edelman
Columbia, Missouri
(Psychologist)

Mrs. Marie Huff
Jefferson City, Missouri
(Home Economics Education)

Miss Dorothy Lane
St. Louis, Missouri
(Child Development)

Dr. H. H. London
Columbia, Missouri
(Vocational Education)

Mr. Arthur McArthur
Columbia, Missouri
(Family Life Relations)

Miss Marilyn Maddux
Columbia, Missouri
(Social Work)

Dr. Berenice Mallory
Washington, D. C.
(Trends, Occ. Home Ec.)

Dr. Wilbur Miller
Columbia, Missouri
(Vocational Education)

Dr. Mina Morris
St. Louis, Missouri
(Clinical Psychologist

Dean Arthur Nebel
Columbia, Missouri
(Regional & Community Affrs.)

Dr. John Voth
Columbia, Missouri
(Professional Education)

Mrs. Margaret Wireman
Columbia, Missouri
(Social Work)

PLAN OF INSTRUCTION

Credit Hours

The Pilot Training Program carried eight hours of graduate credit.

Class Work	20-25 hrs/wk
Laboratory; Field Study and Observation	12-15 hrs/wk
Individual Study	18-20 hrs/wk
Total	50-60 hrs/wk

Tentative Outline

Course	Credit	Department
D400 (Problems)	3 hours	Education
F402 (Problems)	3 hours	Home Ec. Edu.
400 (Problems)	2 hours	Social Work and Family Life

—INTERDISCIPLINARY TRAINING PROGRAM—

Home Economics Education
University of Missouri
Columbia, Missouri

(See Appendix C for Instructional Summary)

Schedule

1st week:
Monday - Campus Orientation, Library and Campus Tours, Registration
Tuesday - Dorothy Lane and co-workers
Wednesday - Dorothy Lane
Thursday - Wilbur Ames
Friday - Wilbur Ames
Saturday - Sterl Artley

2nd week:
Monday - Mina Morris
Tuesday - Mina Morris
Wednesday - James Abbott
Thursday - James Abbott
Friday - James Abbott

3rd week:
Monday - Hugh Denney (a.m.)/Sterl Artley (p.m.)
Tuesday - Hugh Denney (a.m.)/Peggy Wireman(p.m.)
Wednesday - St. Louis, Missouri, Field Trip (Dorothy Lane, Hostess & Lecturer)
Thursday - St. Louis, Missouri, Field Trip
Friday - Peggy Wireman (a.m.)

4th week:
Monday - Holiday
Tuesday - James Abbott
Wednesday - Kansas City, Missouri, Field Trip, (Mary Beth Brinegar, Hostess and Lecturer)
Thursday - Seminar, Dr. Berenice Mallory/Kansas City, Missouri, Field Trip
Friday - John Voth (a.m.)/Sterl Artley (p.m.)
Saturday - Sterl Artley (a.m.)

(Note: Unless otherwise notified, class sessions will be— 9:30-11:30 a.m. and 1:30-3:30 p.m.. Members of the Interdisciplinary Training Program are encouraged to attend the Wednesday Seminars at 3:40-5:00 p.m. for all graduate students in Home Economics Education.)

5th week: Monday - Friday - Arthur McArthur (Seminar on Wednesday - Lane Ash, Office of Education, Washington, D. C.)

6th week: Monday - Friday - Arthur Robins

7th week:
Monday - John Voth
Tuesday - Poplar Bluff, Missouri, Field Trip
Wednesday - Poplar Bluff, Missouri, Field Trip
Thursday - Marie Huff; John Voth
Friday - Pauline G. Garrett and Staff

8th week:
Monday - Arthur Nebel
Tuesday - Pauline G. Garrett (a.m.)/Wilbur Miller (p.m.)
Wednesday - Pauline G. Garrett (a.m.)/Wilbur Miller (p.m.)
Thursday - H. H. Londen
Friday - Pauline G. Garrett and Staff

(FORM A-1)

Homemaking Education for Persons with Special Needs

(F402 Problems - 3 hours Graduate Credit)

Directions: Check and return to Dr. Pauline G. Garrett, 107 Gwynn Hall, University of Missouri, Columbia, Missouri 65201.

PERSONAL BACKGROUND, KNOWLEDGE AND EXPERIENCE

Topics	*6	5	4	3	2	1
Day Camp						
Family & Home						
Racial Groups						
Sex Education						
Feeding the Family						
Housing the Family						
Clothing the Family						
Development of Family Members						
Personal & Family Health						
Personal & Family Finance						
Degrees & Kinds of Social Deprivation						
Vocational Guid., Job Outlook						
Matriarchy with its Related Problems in Family Life						
Establishment of Child Care Centers for Disadvantaged						
Membership & Youth Reactions						
Opportunities Related to Employment in the Centers						
Occupational Preparation in Home Economics Food Service, Management, Child Care Service						

Additional Topics:

*6 - Excellent
5 - Superior
4 - Above Average
3 - Average
2 - Fair
1 - Poor

(Form A-1 cont.)

PERSONAL INTEREST AND NEED

Topics	*6	5	4	3	2	1
Day Camp						
Family & Home						
Racial Groups						
Sex Education						
Feeding the Family						
Housing the Family						
Clothing the Family						
Development of Family Members						
Personal & Family Health						
Personal & Family Finance						
Degrees & Kinds of Social Deprivation						
Vocational Guid., Job Outlook						
Matriarchy with its Related Problems in Family Life						
Establishment of Child Care Centers for Disadvantaged						
Membership & Youth Reactions						
Opportunities Related to Employment in the Centers						
Occupational Preparation in Home Economics Food Service, Management, Child Care Service						

Additional Topics:

*6 - Keenly
5 - Very Much
4 - Much
3 - Average
2 - Limited
1 - None

(FORM A-2)

Areas of Instruction and Use of Media to Serve Needs of Persons Handicapped by Social and Economic Status Differences

(D400 Problems - 3 hours Graduate Credit)

Directions: Check and return to Dr. Pauline G. Garrett, 107 Gwynn Hall, University of Missouri, Columbia, Missouri 65201.

PERSONAL BACKGROUND, KNOWLEDGE AND EXPERIENCE

Topics	*6	5	4	3	2	1
Verbal Development						
Basic Adult Education						
Intellectual & Social Development						
Personality Development						
Literacy as a Vocational Skill						
Special Problems in Early Childhood Education						
Programmed Instruction for Persons with Special Needs						
Interpersonal Relationships and Achievement						
Special Needs of the Inner-City						
Development Language Skills and Reading Skills						
Problems in Communications & Dev. of Communicative Skills						

Additional Topics:

* 6 - Excellent
5 - Superior
4 - Above Average
3 - Average
2 - Fair
1 - Poor

(Form A-2 cont.)

PERSONAL INTEREST AND NEED

Topics	*6	5	4	3	2	1
Verbal Development						
Basic Adult Education						
Intellectual & Social Development						
Personality Development						
Literacy as a Vocational Skill						
Special Problems in Early Childhood Education						
Programmed Instruction for Persons with Special Needs						
Interpersonal Relationships and Achievement						
Special Needs of the Inner-City						
Development Language Skills and Reading Skills						
Problems in Communications & Dev. of Communicative Skills						

Additional Topics:

*6 - Keenly
5 - Very Much
4 - Much
3 - Average
2 - Limited
1 - None

(FORM A-3)

Minority Groups and People with Special Needs

(400 Problems - 2 hours Graduate Credit)

Directions: Check and return to Dr. Pauline G. Garrett, 107 Gwynn Hall, University of Missouri, Columbia, Missouri 65201.

PERSONAL BACKGROUND, KNOWLEDGE AND EXPERIENCE

Topics	*6	5	4	3	2	1
Goals						
Goal Seeking						
Kinship Systems						
Parent Education						
Child Labor Laws						
Culturally Deprived						
Strategies of Change						
Problems of Youth, Rural and Urban						
Persons with Special Needs						
Family Structure & Function						
Attitude toward Self, Children, Family, Work, and Community						
Poverty & its Related Problems						
Job Outlook for Minority Groups						
Modeling: Intellectual & Social Expectations & Development						

Additional Topics

* 6 - Excellent	3 - Average
5 - Superior	2 - Fair
4 - Above Average	1 - Poor

(Form A-3 cont.)

PERSONAL INTEREST AND NEED

Topics	*6	5	4	3	2	1
Goals						
Goal Seeking						
Kinship Systems						
Parent Education						
Child Labor Laws						
Culturally Deprived						
Strategies of Change						
Problems of Youth, Rural and Urban						
Persons with Special Needs						
Family Structure & Function						
Attitude toward Self, Children, Family, Work, and Community						
Poverty & its Related Problems						
Job Outlook for Minority Groups						
Modeling: Intellectual & Social Expectations & Development						

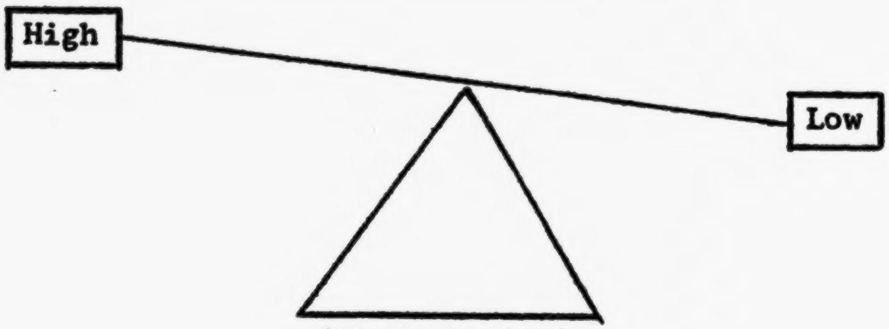
Additional Topics:

* 6 - Keenly	3 - Average
5 - Very much	2 - Limited
4 - Much	1 - None

(Form B)

Interdisciplinary Approach to Preparing Home Economics Leaders for Emerging Programs Serving Disadvantaged Youth and Adults

(How did it balance for you?)



(Field Visits)

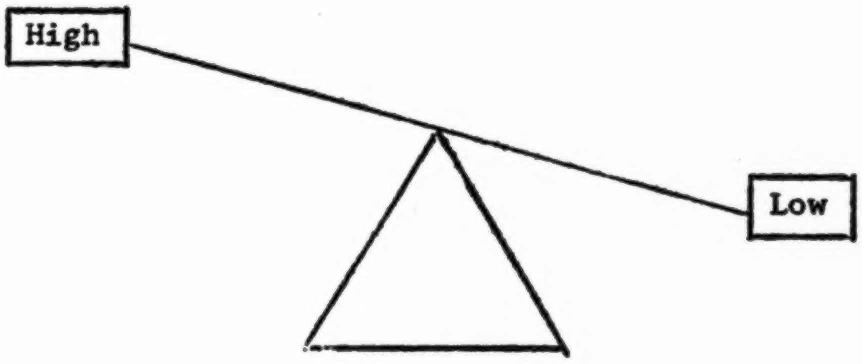
Directions: How did you rate this field visit? Under value, rate as "high", "average", or "low".

Goals	Value
1. Received timely information.	
2. Received suggestions in terms of breadth and depth in some aspects of educational programs for disadvantaged.	
3. Received the information I wanted.	

(Form B-rev.)

Interdisciplinary Approach to Preparing Home Economics Leaders for Emerging Programs Serving Disadvantaged Youth and Adults

(How did it balance for you?)



Directions: The summer program meant something different for each individual. How do you now rate your summer experience? Under value, rate as "high", "average", or "low".

Goals	Value
1. Received timely information.	
2. Received information which had implications for program development in my area of interest.	
3. Received suggestions in terms of breadth and depth in some aspects of educational programs for the disadvantaged.	
4. Shared ideas with colleagues who have similar concern in the field of Home Ec. Education.	
5. Received the information I wanted from the field study.	
6. Felt myself an active participant.	

As a result of the summer program, I felt: enthusiastic_____; encouraged_____; all right_____; disappointed_____; frustrated _____; about my own competence to meet the needs of the disadvantaged.

(Form C)

Interdisciplinary Approach to Preparing Home Economics Leaders for Emerging Programs Serving Disadvantaged Youth and Adults

Evaluation of Selected Presentations

Date____________________

Key: Quality Criteria—4=Outstanding
3=Very good
2=Fair
1=Below average

Individuals and/or Groups	Quality of Presentation	Suitability of Visuals

(Form D)

Interdisciplinary Approach to Preparing Home Economics Leaders for Emerging Programs Serving Disadvantaged Youth and Adults

Name____________________________________Date__________________

"Truths for Our Times"

(My Program of Action to Date)

Self	Instruction	Community

(Form E)

Interdisciplinary Approach to Preparing Home Economics Leaders for Emerging Programs Serving Disadvantaged Youth and Adults

(Log*)

Participant____

Week Ending____

I participated in the following activities: (not classes)

These were the three experiences that were most successful, happy, unsuccessful, new, or different.

1.
2.
3.

I did the following reading (or re-reading of summer session materials) this week: (in relation to meeting the needs of the disadvantaged)

1.
2.
3.
4.
5.

This week I felt good about my— (People, Programs, Process and Procedures, Personal Improvement)

Note: Form E is to be filled out for one week in September, October.

*Adapted from: Fleck, Henrietta, "The Student Log—An Evaluation Device". *Practical Forecast*, May, 1964, p. 13.

(Form F)

Interdisciplinary Approach to Preparing Home Economics Leaders for Emerging Programs Serving Disadvantaged Youth and Adults

(Progress Report by Participants)

Topic	INTEREST Before Session	 End of Session
EDUCATION		
Tutoring programs		
Remedial Programs		
Enrichment Programs		
Supportive Services		
Pre-school programs		
Development of special remedial materials		
Adult Basic Literacy classes		
Specialized pre-service and in-service training for personnel		
EMPLOYMENT, JOB TRAINING AND COUNSELING		
Job skill training		
Supporting services		
Direct job opportunities		
Training in work habits and communication skills		
HEALTH AND VOCATIONAL REHABILITATION		
Referral services		
Health education programs		
Expanded medical and social pro-services		
Environmental health programs		
Rehabilitation training of physically or mentally handicapped		

(Form F cont.)

	INTEREST	
Topic	Before Session	End of Session
HOUSING AND HOME MANAGEMENT		
Homemaker services		
Housing information		
Assistance information		
Home management classes		
Supportive services, homemaker services		
Organizing sponsors to plan moderate income housing		
Services and facilities to expand community contracts		
WELFARE		
Savings programs		
Homemaker services		
Early Childhood Care		
Consumer information		
Aid for legal services		
Assistance in in-migrants in meeting problems of urban living		
NEIGHBORHOOD AND MULTI-SERVICE CENTERS		
Physical focus		
Integrated services and employment information		
COOPERATE WITH VISTA		
JOB CORPS		
Recruitment and testing facilities		
NEIGHBORHOOD YOUTH CORPS		
Vocational Education program related to gainful employment for low income persons		

(Form G)

Interdisciplinary Approach to Preparing Home Economics Leaders for Emerging Programs Serving Disadvantaged Youth and Adults

Evaluation of Group Work
during summer session and/or the job

Name________________________________ Date________________

(Directions: Answer the questions by checking the item which most nearly describes your opinion, or write the answer in the space provided. Mail to: Dr. Pauline G. Garrett, Associate Professor, Home Economics Education, 107 Gwynn Hall, University of Missouri, Columbia, Missouri 65201)

1. How much help came from the work group you attended?

none _____ much _____ a little _____
some _____ very much _____

2. What percent of the group took an active part during these sessions? 20%___, 40%___, 50%___, 60%___, 80%___, 100%___.

3. How well did they stick to the topics?

fair _____ poorly _____
good _____ very well _____

4. Was there a sense of progress throughout?

some _____ definite _____
little _____ considerable _____

5. Did important ideas come out of the discussion?

no _____, some _____, many _____

6. What were the specific recommendations for group work another time?

(Form H)

Interdisciplinary Approach to Preparing Home Economics Leaders for Emerging Programs Serving Disadvantaged Youth and Adults

(Individual Data Sheet)

Self Rating of Your Activity

Criteria	Superior	Satisfactory	Need Help	Statement	Date used edu.material from summer
Organization & planning to meet needs of youth and adults					
Projects related to employment of low-income groups					
Improved relations with disadvantaged youth and adults					
Home Visits					
Interagency cooperation					
Community participation.					
Variety in Techniques for Group Work					
Use of Parent Edu. materials & ref.					
Carry over in working with key admin.					

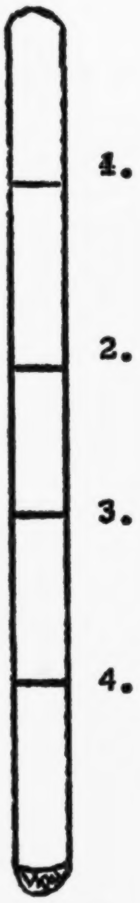
(Form I)

Interdisciplinary Approach to Preparing Home Economics Leaders for Emerging Programs Serving Disadvantaged Youth and Adults

Week of ____________________

Please indicate your general feelings by filling in the thermometer to the proper level which indicates your expectations of the over-all program for each particular week. Also, rate other aspects listed as follows:

1. Exceedingly satisfactory
2. Generally satisfactory
3. Partly satisfactory
4. Unsatisfactory



Over-all Program

Aspect	Rating
a. To get new ideas and practices.	
b. To study specific areas of interest.	
c. To examine new materials.	
d. To meet socially.	
e. To learn more about ways to extend or evaluate my own program.	
f. To hear outstanding speakers.	
g. To meet well-known educators.	
h. To find out more about H.Ec. related occupations.	
i. To hear about important research.	
j. To observe educational activities in H.Ec. related programs for "disadvantaged".	
k. To make job contacts (self and others).	

(Form J)

Interdisciplinary Approach to Preparing Home Economics Leaders for Emerging Programs Serving Disadvantaged Youth and Adults

(1966-67 Program of Work)

Goals in Pilot Training Program	Program of Action
1. Become informed about current trends as they affect specific job responsibilities and to make program adaptations in keeping with the changing focus in educational programs for disadvantaged youth and adults.	
2. Learn more of what other home economists in other areas are doing in order to promote common goals for groups of disadvantaged youth and adults.	
3. Make special effort to carry own program of development beyond its present stage.	
4. Develop an awareness of the needs of the disadvantaged (including the low ability) and devise effective methods for meeting these needs through expanding aspects of specific programs in which employed.	

(Form J cont.)

Goals	Program of Action
5. Provide a wide variety of experiences that will give "disadvantaged" youth and adults feelings of security in various situations.	
6. Acquire concepts which will prepare individuals (disadvantaged youth and adults) for a satisfying home life in a changing world.	
7. Encourage co-workers to plan for improvement of educational experiences within the framework of specific job responsibilities (for low-income individuals).	
8. Analyze the present program in light of implications for desirable changes.	
9. Contribute to the in-service program of co-workers by cooperating in the planning of and preparation of materials for conferences (own agency as well as others).	
10. Work on further development of cooperative programs.	

(Form K)

Interdisciplinary Approach to Preparing Home Economics Leaders for Emerging Programs Serving Disadvantaged Youth and Adults

(Parent Education)

1. I feel that, on the whole, our parent education program on ______________________ (topic), ______________ (date) was

very successful ____ average ____
successful ____ poor ____

2. I observed the following to be indicative of interest in our parent education program by those attending:

unnecessary ____ very worthwhile ____
necessary ____ of little value ____
desirable ____

3. Which of the following did you feel you had sufficient background for so that you were prepared to handle the parent education group on your own? Write "O" for good and "S" for sufficient and "I" for inadequate.

____ Organizing the program.
____ Determining needs and interest of the adults.
____ Leading a series of classes for adults (formal type of program).
____ Publicizing the program.
____ Securing and maintaining interest.
____ Selecting subject matter areas of greatest concern.
____ Using resource materials.
____ Securing support and cooperation from the administration.
____ Evaluating the parent education program.

4. Was the summer experience of benefit to you in this phase of your work? Explain.

5. What changes or improvement did you make in the parent education program after your summer session?

April 18, 1966

TO: State—Directors of Social Welfare
Leaders of Home Economics Education
Directors of Home Economics Education
Directors of Farmers Home Administration

FROM: Dr. Pauline G. Garrett, Home Economics Education, University of Missouri, Columbia, Missouri

SUBJECT: Interdisciplinary Training Program for Professional Leaders in Home Economics Education Related Programs Serving Disadvantaged Youth and Adults.

We have been approved to have the Interdisciplinary Training Program which is explained in the enclosed material. We hope you will have someone to recommend as being both qualified and interested in coming to the eight weeks' program.

May we ask that because of the pressure of time (we have only had the official word since this a.m. (April 18th) that you call the person, or persons, you would recommend and if they are interested, then send one of the packets on to that person or those persons. If you will send the bill for your telephone and mailing expense, we will reimburse you. We are desperately trying to expedite matters and to find a way to get the applications in and checked, and the approved participants notified as soon as possible.

Your continuing cooperation will be most appreciated. We feel that the enrollees in the program will gain much to share on returning to their respective states. We can only allow limited numbers from each state and a variety of programs served by home economics educators must be represented as noted in the material explaining the program.

If there are questions, please feel free to call and reverse the charges.

Thank you very much!

(Request for Application Forms)

I have reviewed the eligibility requirements for the Interdisciplinary Training Program and believe that I am eligible. Please send me the forms required for making formal application. I have also returned the checklist indicating my own personal need and interest in relation to the total planned summer program.

Name____

Position____

Address____

Send to: Dr. Pauline G. Garrett
107 Gwynn Hall
University of Missouri
Columbia, Missouri 65201

The following are quotes which express the feelings of some of the 30 participants regarding the Interdisciplinary Training Program. These quotes were taken from correspondence dated November 1966.

.....a rewarding eight weeks!

.....a challenging experience!

.....a most helpful experience!

.....an exceptionally organized program!

.....delightful—challenging—beneficial!

.....an exciting and fruitful experience!

.....interesting, challenging, rewarding!

.....eight weeks of educational enrichment!

.....the experiences we had together last summer and the friendships made there mean a lot to me.

.....truly the most beneficial educational experience I have had!

.....the future looks inviting with the knowledge I gained.

.....the experiences from the Interdisciplinary Training Program mean more to me as time passes.

.....almost daily I find myself using some of the information presented this summer. The understandings about the disadvantaged youth—their behavioral attitudes—have been most helpful in working with my students.

.....the knowledge and understandings gained this past summer have been most beneficial!

.....the Interdisciplinary Training Program greatly enhanced my professional background!

.....being there was the most fruitful educational experience I have ever had!

.....people have been very interested in my work last summer in the Interdisciplinary Training Program. It has been a great resource!

.....following the Interdisciplinary Training Program I forsee my profession filled with new ventures.

.....because of the Interdisciplinary Training Program I have more to contribute professionally.

.....I have been making good use of all the materials from last summer's program and have been serving as a resource person on the subject.

.....an excellent program!

.....I benefitted much personally!

.....a well-rounded program—very gratifying!

.....I always felt I understood the existing problems of youth; but after the Interdisciplinary Training Program I felt qualified to help.

.....when I informed the various service clubs in my town of my experiences with the Interdisciplinary Training Program I was surprised by the vast interest displayed. Now, we have organized to help in some way the poverty-stricken areas of our community.

.....the Interdisciplinary Training Program opened for me, new doors to professional employment.

.....a gainful experience that has helped me to help others.

.....a well spent summer—a gratifying experience!